

VOCATIONAL DIVISION BULLETIN NO. 215 - - - - 1941

The INDIVIDUAL INVENTORY
in GUIDANCE PROGRAMS
in SECONDARY SCHOOLS

A Study of Present Practices in Selected Schools

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Vocational Division
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and Guidance Series No. 7

THE INDIVIDUAL INVENTORY IN GUIDANCE PROGRAMS IN SECONDARY SCHOOLS

A Study of Present Practices in Selected Schools

By

EUGENIE A. LEONARD

AND

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*Consultants, Occupational Information
and Guidance Service*

1941

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FOREWORD

In promoting the extension of guidance programs throughout the United States, one important problem is that of identifying elements essential to such programs and supplying clear outlines as to function and purpose.

The present bulletin explores practices with regard to the use of one of these elements, the individual inventory. The facts reveal the need of much further effort in a critical examination of what schools should provide in the way of permanent, cumulative records of their pupils. The criterion is the effective use of these records, once obtained, to serve best, pupil, school, and community in order that legitimate goals of adjustment in living and earning a living may be reached.

First suggestions with regard to an inquiry on the use of individual inventory in guidance programs in secondary schools grew out of the facts revealed in a publication of the U. S. Office of Education, entitled "Public High Schools Having Counselors and Guidance Officers," Misc. 2267, by Walter J. Greenleaf and Royce E. Brewster. Giles M. Ruch, at that time Consultant of the Occupational Information and Guidance Service, undertook the initial steps in the present study. Upon his promotion to the position of Chief of the Research and Statistical Service, the project was put in the hands of Eugenie A. Leonard, who at that time joined the Occupational Information and Guidance Service as Consultant. Dr. Leonard carried the questionnaire to completion, maintained the necessary correspondence with the cooperating schools, and summarized and tabulated the data. She also put into tentative form much of the final written comment of the study. When Dr. Leonard left the Service to take up other professional work, the completion of the study was entrusted to Anthony C. Tucker, Consultant to the Occupational Information and Guidance Service, who assumed responsibility for the material and the form of its presentation as it finally appears in the bulletin. Dr. Tucker also prepared copy for the graphic charts. The study was carried on under the general supervision of Harry A. Jager, Chief of the Occupational Information and Guidance Service.

J. C. WRIGHT,
Assistant U. S. Commissioner for Vocational Education.

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THE INDIVIDUAL INVENTORY IN GUIDANCE PROGRAMS IN SECONDARY SCHOOLS

A Study of Present Practices in Selected Schools

Chapter I

INTRODUCTION

Guidance may be roughly divided into two general areas. One area is concerned chiefly with the abilities and interests of the individual. The other area relates to factors aside from the individual such as occupational information, training opportunities, community relationships, and social activities. It is in the first area, namely, the abilities and interests of the individual, that the individual inventory plays a dominant part.

"The individual, or personal, inventory is essentially an array of those facts about a pupil which distinguish him as an individual apart from others. It must take into account a wide range of such factors as physical development, health, mental characteristics, educational achievement, social background, interests, and special talents. It is the school's formal record of its efforts to discover and capitalize the individual difference among pupils."¹

The use of the individual inventory in guidance programs in secondary schools has been urged for many years. The recording in one place of all pertinent facts about a pupil greatly facilitates the consideration of this information at those times in the pupil's school life when guidance is needed. Without this systematic collection of personal data some important facts may be overlooked.

This study is concerned with the philosophy and current usage of the individual inventory in guidance programs in the secondary schools of the United States. The need for the study was indicated in numerous ways, notably by the findings of William C. Reavis of the Department of Education, University of Chicago, who in 1938 made an unpublished study of the "Guidance services rendered to pupils by administrative officers, counselors, and teachers of the secondary schools." The study is summarized in "Occupational Information and Guidance: Organization and Administration," by Layton S. Hawkins, Harry A. Jager, and Giles M. Ruch of the U. S. Office of Education (pp. 153-176).

¹ Ruch, Giles M., and Segel, David. *Minimum Essentials of the Individual Inventory in Guidance*. Vocational Division Bulletin No. 202. U. S. Office of Education, Washington, D. C., 1940.

The Reavis study was based on the responses of 68 high schools in an 11-page, 273-item check list covering such information as the personnel available for guidance, professional materials available to counselors, personal information about individual pupils, the relation of guidance practices to the curriculum and placement services. The responses were of such nature as to indicate the need for further investigation.

Giles M. Ruch of the Office of Education suggested in 1939 that a follow-up study be made of the avenues for investigation opened by the Reavis study. The area of the individual inventory was selected for further study, and was defined by a 12-page questionnaire covering approximately 200 items concerning the philosophy and current procedures in the use of the individual inventory. (See appendix I.)

SELECTION OF HIGH SCHOOLS

The secondary schools selected for this study were those reporting in the 1938 Biennial Survey of the U. S. Office of Education that they had one or more persons devoting at least half-time to counseling. Approximately 1,300 such schools are listed in "Public High Schools having Counselors and Guidance Officers," by W. J. Greenleaf and R. E. Brewster, Misc. 2267, U. S. Office of Education, 1939.

It is obvious that this group is not representative of all high schools in the United States. Since each of these schools employs a counselor, the number probably includes the schools having the most advanced and complete guidance programs. It is important to keep this in mind when interpreting the results.

METHOD OF CONDUCTING THE STUDY

The 12-page questionnaire (see appendix I) was mailed on February 15, 1940, to each of the 1,297 high schools having counselors. By April 1, 1940, 891 copies of the questionnaire had been returned. Of these, 18 reported that because of reduced school budgets they no longer had a counselor even part-time. Two other schools declined to fill out the questionnaire because of changes in the school organization. One evening vocational school reported, but the responses were not comparable with the data from other schools. Questionnaires from 870 high schools, then, form the basis of this study; that is, 67 percent of the original group of high schools are included.

These 870 high schools are situated in 463 school systems in 44 States, 60 percent being east of the Mississippi River. The list of cooperating school systems is given in appendix II. The median enrollment for these schools was 1,095 pupils and they ranged from 129 to 9,030 pupils.

In presenting the results of the analysis of these questionnaires, extensive use is made of graphical presentation in order to highlight the major findings. More detailed tables are given in the appendixes.

Chapter II

RECORDS RECEIVED BY HIGH SCHOOLS FROM ELEMENTARY SCHOOLS

Other factors being equal, the predictive and diagnostic value of any item on the individual inventory increases with the span of time during which entries are made. This fundamental axiom points up the importance of a high school receiving as complete information as possible concerning the previous experiences of each entering pupil. These data should follow the pupil from school to school and the transfer can probably be accomplished best by means of a cumulative record.

Such a record furnishes a background for building the individual record of the pupil's activities while in high school. It supplies an important aid in solving the immediate problems of classification and gradation, selection of courses, assignment to extracurricular activities, guidance regarding vocational plans, and the many other decisions that must be at least tentatively made when a pupil starts his high school education. A comparison of a pupil's high school accomplishments with his previous record often brings to light problems of adjustment which might otherwise be overlooked.

This chapter summarizes the information that the 870 reporting high schools received from the schools previously attended by their pupils. It should be remembered that these high schools would probably be at the top of the list of all high schools ranked as to the completeness of their guidance programs. The results should not be considered typical of all high schools, but only of this selected group.

RESULTS FOR DIFFERENT TYPES OF HIGH SCHOOLS

High schools may be grouped on the basis of their administrative set-up into four major categories; that is, as regular, junior, junior-senior, and senior. The reporting high schools were thus classified in accordance with the practice of the biennial survey of the U. S. Office of Education. In general, the traditional 4-year high school is classified as regular; 2- or 3-year high schools followed by a separately administered senior high school are classified as junior; high schools preceded by a separately administered junior high school are classified as senior; the junior-senior high school classification includes the high schools having five or more grades.

The 870 reporting high schools were divided as follows: Regular high schools, 32 percent; junior high schools, 30 percent; junior-senior high schools, 18 percent; and senior high schools, 20 percent.

The distribution of all of the high schools of the United States by types for the year 1937-38 shows: Regular high schools, 61 percent; junior high schools, 10 percent; junior-senior high schools, 25 percent; and senior high schools, 4 percent.

As compared with this national distribution by types of high schools, the group of 870 high schools reported in this study is more heavily weighted with junior and senior high schools and less heavily weighted with regular and junior-senior high schools. Inasmuch as the method of selecting these 870 high schools suggests that they represent schools with the most advanced guidance programs, it is probable that the junior and senior high schools have, on the average, more comprehensive programs of guidance than do the regular and junior-senior high schools.

Practically all of the 870 high schools reported receipt of at least some kind of record from the elementary schools. The proportions of the different types of high schools receiving some record from the lower school are as follows: Regular high school, 95 percent; junior high school, 96 percent; junior-senior high school, 96 percent; and senior high school, 98 percent.

In considering the other items on the questionnaire, no distinction will be made among the different types of high schools. This procedure will facilitate the presentation of data and will not seriously distort the picture, as the problems of all types of high schools are very much the same. More detailed tables are listed in the appendix.

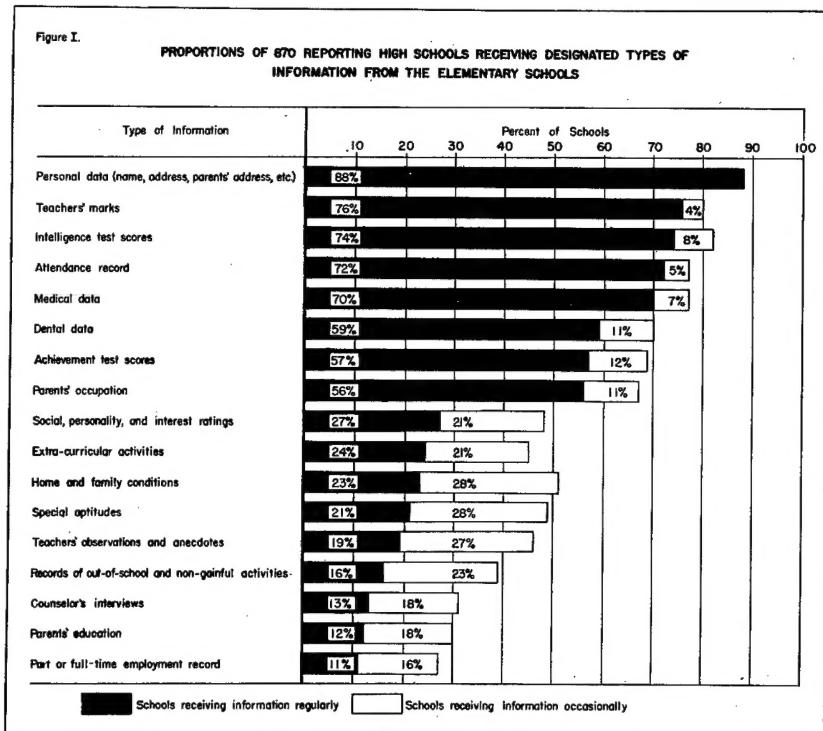
TYPES OF INFORMATION RECEIVED REGULARLY AND OCCASIONALLY

The proportions of the 870 reporting high schools receiving designated types of information from elementary schools are graphically presented in figure I. This chart indicates whether the information is received regularly or only occasionally.

The first eight items are received regularly by more than half of the reporting high schools. The data covered by these eight items are of such a nature that they can be recorded quantitatively or specifically. Teacher's marks, test scores, attendance records, and personal information can easily be definitely recorded on a relatively small card. It appears that the records received by most of the high schools are restricted to these minimum data which are comparatively easy to record.

The last nine items are regularly received by only about one-quarter or fewer of the schools, although about as many more report receiving this information occasionally. These items appear to deal largely with information about personal problems and activities, and are much more difficult to record. However, this type of information

is very valuable to anyone attempting to counsel a pupil and might be considered to represent the difference between a mediocre and a good individual inventory.



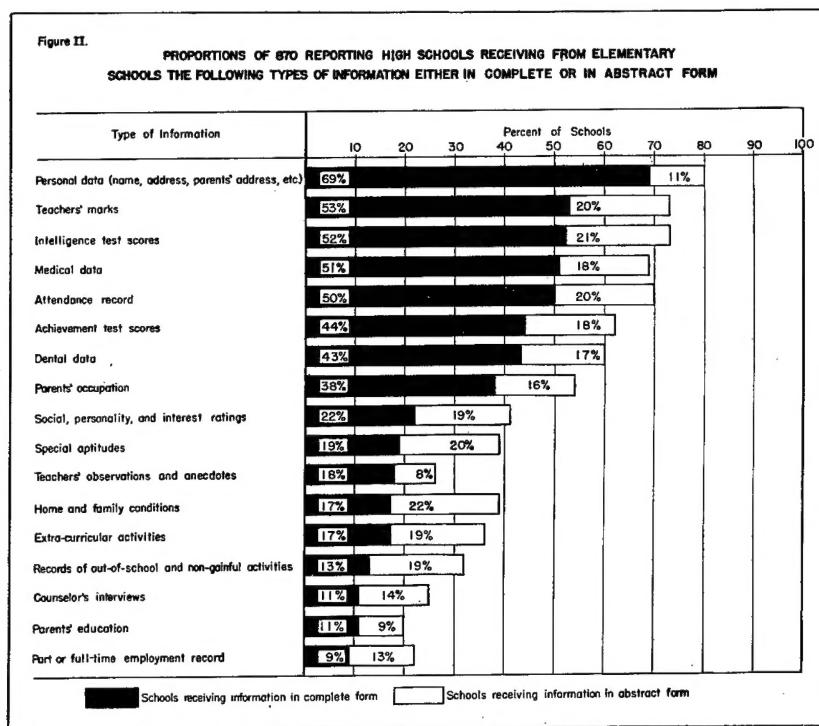
TYPES OF INFORMATION RECEIVED IN COMPLETE FORM OR AS AN ABSTRACT

Figure II shows how many of the high schools received the various types of information from the elementary schools in complete form and how many received this information as an abstract. Since any individual high school undoubtedly receives complete reports from some elementary schools and only abstracts from others, the responses charted in this figure must be considered to refer to the records they receive from the elementary schools from which they receive most of their pupils.

Another factor which undoubtedly affects the reliability of the responses to this question is the possible uncertainty as to exactly what is a complete report and what is an abstract. For example, what is a complete report and what is an abstract of intelligence test scores? The difference might be determined by whether or not subtest results were given, interpretations included, or name and date of test given.

The types of data most often received in full appear to be relatively easy to record. This information probably represents the minimum record that an elementary school could work with. The descriptions of personality and outside activities which are so valuable to a counselor are seldom reported in complete form.

It is disappointing to note the small amount of information that is completely supplied to the high schools by the elementary schools. Apparently these 870 high schools with relatively good guidance



programs are seriously handicapped by a lack of comprehensive data regarding entering pupils. A folder type of record following the pupil from school to school would facilitate this transfer of information.

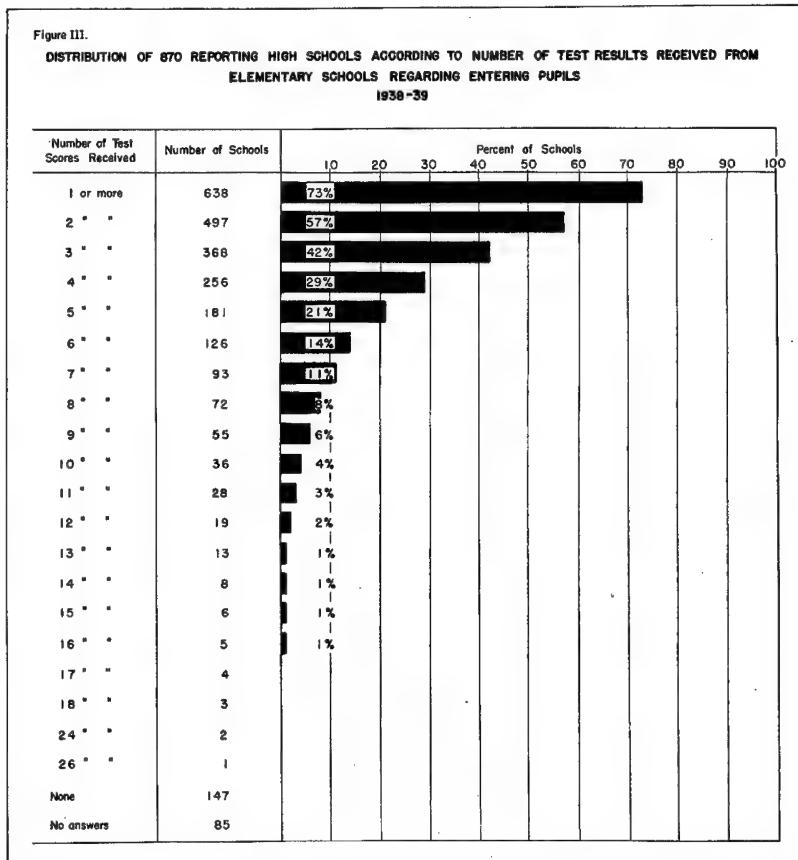
TEST RESULTS RECEIVED FROM ELEMENTARY SCHOOLS

Figure III indicates that about three-quarters of the 870 reporting high schools receive one or more test results for entering pupils. More than half of the schools receive two or more test scores. Many of the schools reported receiving several test results and one school indicated receiving 26 test scores for entering pupils. On the average, these high schools received three test scores for each entering pupil.

About 75 percent of these test scores are received regularly and 25 percent occasionally. The distribution as to type of test follows (see appendix III):

	<i>Percent</i>
Educational or subject matter.....	51
Intelligence.....	46
Aptitude.....	2
Personality questionnaires.....	1

Apparently tests are widely used in the elementary schools and quite generally the test results are forwarded to the high school.

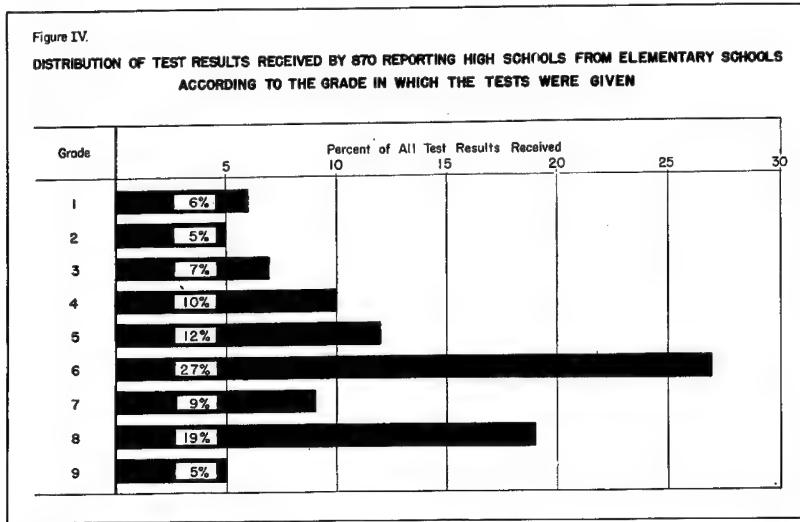


This is encouraging in view of the fact that the stability of test results is increased as the testing is extended over a longer period of time.

GRADES IN WHICH TESTS WERE GIVEN

It appears from figure IV that tests are given in all grades from one through nine. (See appendix III.) More tests are given in the sixth and eighth grades than in the other years. Either one or the other

of these two grades is a terminal year in most elementary schools. Tests given in these grades would be primarily for purposes of evaluation as the pupil is about to leave the elementary school. Sending



these test results to the high school permits their use there as diagnostic instruments.

SUMMARY

The following statements refer to the 870 high schools reported in this study:

1. Practically all of the high schools received from the elementary school some kind of a record for each entering pupil. This transfer was reported by from 95 percent to 98 percent of the different types of high schools.
2. From one-half to nearly all of the high schools regularly receive from the elementary schools such information as personal data, teachers' marks, intelligence test scores, attendance records, medical and dental data, achievement test scores, and parents' occupations. When these items are supplied, the information is in complete form in about three-quarters of the cases and as an abstract in about one-quarter of the cases.
3. Such items as social, personality, and interest ratings, extra-curricular activities, home and family conditions, special aptitudes, teachers' observations and anecdotes, records of out-of-school and nongainful activities, counselor's interviews, parents' education, and employment record are regularly received from the elementary schools by fewer than one-quarter of the high schools, and occasionally

received by about another one-quarter of the high schools. These items are rather difficult to record but would supply valuable information to the high schools. The use of a folder type of record would facilitate the transfer of this kind of information.

4. Test results for entering pupils are received by about three-quarters of the high schools. About three-quarters of these test scores are received regularly and one-quarter occasionally. Practically all of these test results cover achievement and intelligence tests.

5. The test results reported cover tests given in all grades from one through nine but the largest number were given in the sixth and eighth grades.

Chapter III

USE OF CUMULATIVE RECORDS IN HIGH SCHOOLS

Many decisions regarding his educational and vocational future must be made by a pupil while he is in secondary school. In general, the bases for these decisions involve an understanding of the individual's abilities, achievements, and personal characteristics and a knowledge of the requirements, possibilities, and prospects of the various choices open to him. The cumulative record is most useful in gaining a better understanding of the individual.

The person, whatever his official position, who counsels high-school students needs as complete a picture as possible of the pupil. Cumulative records will not take the place of the knowledge gained by direct acquaintance with the pupil but should aid in understanding his make-up. The more comprehensive the records the better they will serve this purpose.

As a basis for evaluating individual inventories it might be well to list the information that Ruch and Segel¹ thought to be of value for guidance purposes and which should be recorded systematically on the cumulative record. The list includes the following:

1. Family and cultural background.
2. Physical and medical history.
3. Marks in school subjects.
4. Extracurricular activities.
5. Mental test scores, including the diagnosis of strengths and weaknesses in different traits.
6. Achievement test scores.
7. Interests.
8. Special talents as evidenced by actual accomplishments.

This chapter will examine the use made of the cumulative record by the 870 high schools reported in this study.

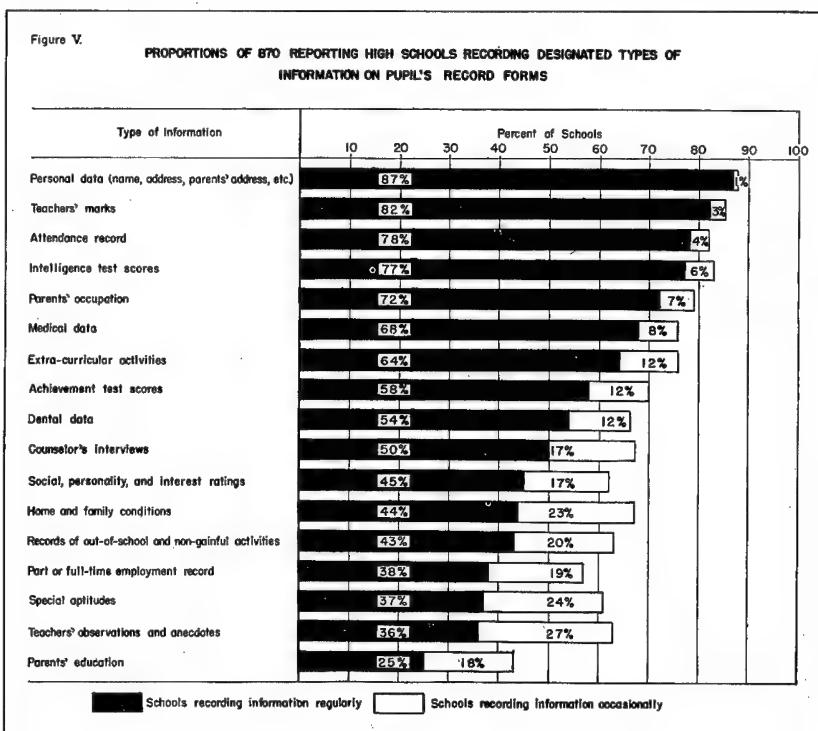
TYPES OF INFORMATION INCLUDED IN THE CUMULATIVE RECORD

From figure V it appears that the majority of these high schools record, at least occasionally, all of the listed types of information with the exception of parents' education. The items most frequently reported as being recorded include data essential to the academic operation of the school. These items include personal data, teacher's marks, attendance record, intelligence and achievement test scores,

¹ Ruch, Giles M., and Segel, David, *Minimum Essentials of the Individual Inventory in Guidance*. Vocational Division Bulletin No. 202. U. S. Office of Education, Washington, D. C., 1940.

medical and dental data, and extracurricular activities. About three-quarters of the high schools record most of this information.

Information which supplements the above data and is particularly valuable in guidance work—such as counselor's interviews, social, personality and interest ratings, home and family conditions, out-of-school and nongainful activities, employment record, special aptitudes,



and teachers' observations—are regularly recorded by a third to a half of the schools and occasionally by about one-fifth more.

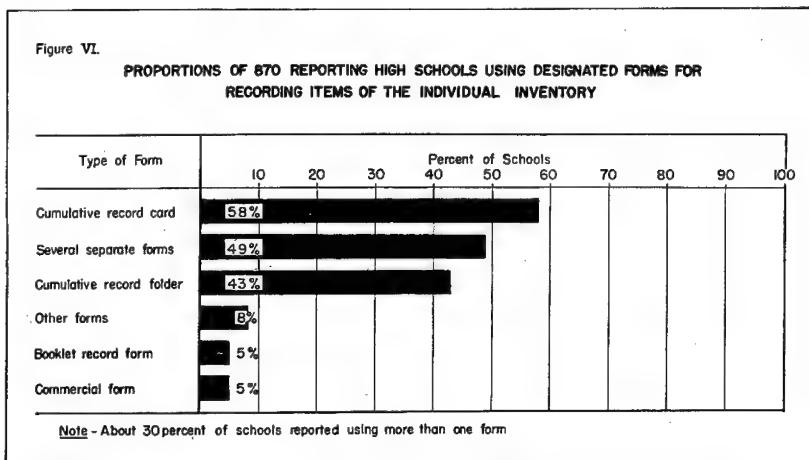
Most of the high schools seem to appreciate the value of all of the different types of information which should be on an individual inventory. A good start has been made by most of these schools and further expansion toward complete records should be encouraged.

METHOD OF RECORDING INFORMATION

The cumulative record folder is the most adaptable instrument for recording the individual inventory. It can be expanded to include papers of various sizes and unusual items can be recorded as completely as desired. Its use encourages the free response type of recording as compared to the more rigid check-list or questionnaire type.

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Figure VI indicates that 43 percent of the reporting high schools are using the cumulative record folder. The cumulative record card and several separate forms are more commonly used. About 30 percent of the schools reported using more than one method which accounts for the fact that the percents do not total to 100.



Copies of the forms used by the reporting schools were returned and the groupings indicated in figure VI are somewhat arbitrary. An examination of these forms illustrates the wide variety of records in use. Apparently the requirements differ among communities enough to make it undesirable to use a standard form. This may be inferred from the fact that only 5 percent of the schools use standard commercial forms.

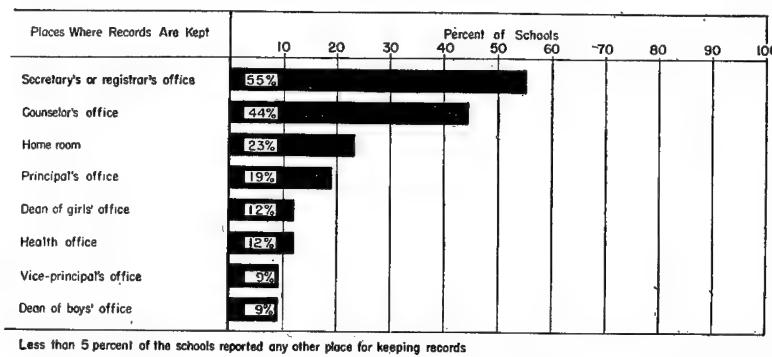
LOCATION OF CUMULATIVE RECORDS

The location of the cumulative record files will be influenced largely by the physical lay-out of the school plant. The exact place is not as important as that the records should be easily accessible to those having occasion to use them.

The location of the files are indicated in figure VII. The percents in this figure do not total 100 because about 60 percent of the schools reported keeping records in two or more places.

The office of the secretary or registrar and the counselor's office are most commonly used for filing the cumulative records. Practically all schools keep the original record or at least a copy of it in one of these offices. Records are kept in the homeroom in about one-quarter of the schools.

Figure VII
PROPORTIONS OF 870 REPORTING HIGH SCHOOLS KEEPING INDIVIDUAL INVENTORY RECORD,
EITHER ORIGINAL OR DUPLICATE, IN DESIGNATED PLACES

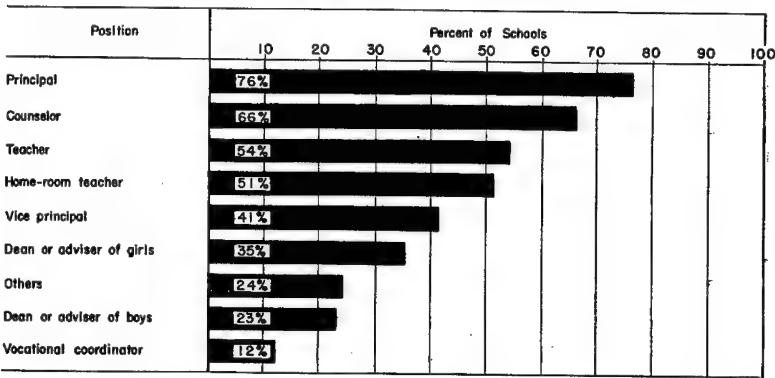


WHO HAS ACCESS TO COMPLETE INDIVIDUAL INVENTORY

From the standpoint of guidance, it is important that the school officials who actually counsel pupils should have easy access to the complete records. A second consideration is that the individuals who make the entries on the record be able to do so with a minimum of effort.

The situation in the reporting high schools is shown graphically in figure VIII. In about two-thirds of the schools the counselor has access to the complete records, but in only about one-half of the

Figure VIII.
PROPORTIONS OF 870 REPORTING HIGH SCHOOLS IN WHICH CERTAIN DESIGNATED PERSONS HAVE
ACCESS TO THE COMPLETE INDIVIDUAL INVENTORY
(ALL PUPIL RECORD FORMS)



schools is this true of the teachers or home-room teachers. Even the principal is reported to have access to the complete records in only three-quarters of the schools.

A strict interpretation of this chart is rather difficult as the title of the person actually doing guidance work will vary from school to

school. In general there appear to be many persons dealing with individual children who would profit from the information contained in the complete individual inventory. Making the inventory more accessible thus becomes an important objective in any plan for the organization of the school.

HOW LONG ARE CUMULATIVE RECORDS RETAINED BY SCHOOLS?

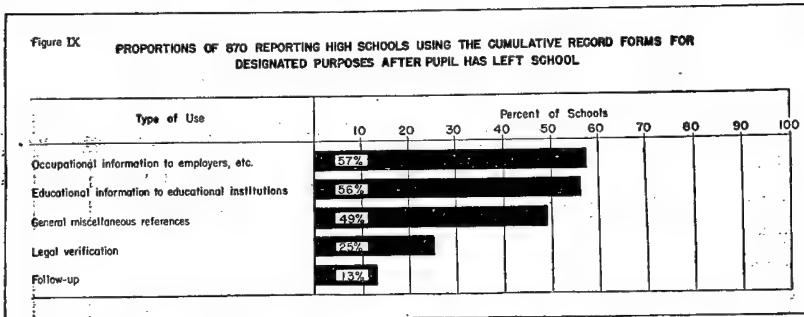
School records are often of great service to individuals after they have left school. These records are necessary to give the really adequate references which are so helpful for employment purposes.

Practically all of the reporting high schools retain their records after the pupil leaves school. Eighty-three percent keep the complete records permanently and another 12 percent keep part of the record permanently.

SPECIFIC PURPOSES FOR WHICH RECORDS ARE USED AFTER PUPIL HAS LEFT SCHOOL

Many different uses were reported by the 870 reporting high schools. These reported uses are roughly grouped under the general headings shown in figure IX. It should be remembered that these uses refer to the cumulative record and not to transcripts of marks. (See appendix III.)

About one-half of the reporting schools use their cumulative records for occupational, educational, and general reference purposes. These



types of references can be much more valuable when compiled from a complete individual inventory than when they are based only on teachers' marks and the memory of the person making out the reference.

One-quarter of the schools reported using the records for legal verification. They are used to verify such facts as birth, attendance at school, and health when requested by such agencies as courts, schools, employers, and military recruiting stations.

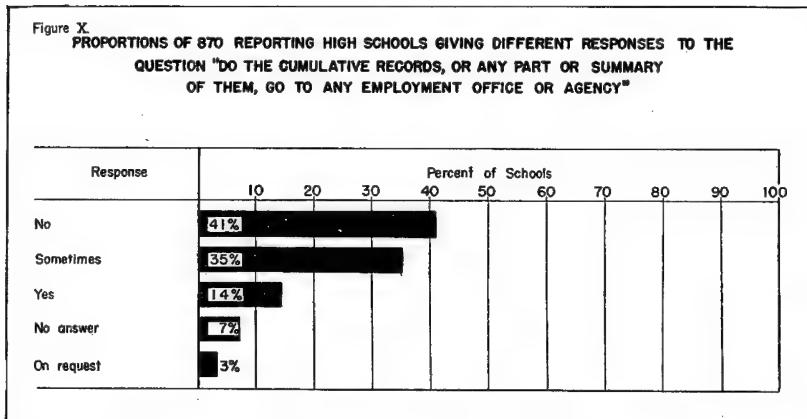
One important use that should be made of records is the follow-up of school leavers to find out their experiences after leaving school.

It is rather disappointing that only 13 percent of the schools use their records for this purpose.

DO THESE RECORDS GO TO AN EMPLOYMENT AGENCY?

With the setting up of State-operated employment services the schools have an organization which should place an increasing number of school-leavers in jobs. The effectiveness of the employment service can be increased by close cooperation with schools and the use of the information recorded on the individual inventory. The more they know about the persons registered with them the better able they are to place them in jobs for which they are qualified. The sending of cumulative records at least in abstract form to the employment agency should be encouraged.

Figure X indicates that only 14 percent of the schools regularly send the records of their school-leavers to the employment agency; about a third of the schools do at times.



At the present time many schools operate their own placement service and thus figure X does not indicate the full use that is made of school records for placement. It does show the extent of the cooperation of the schools with outside placement agencies.

SUMMARY

The following statements refer to the 870 high schools reported in this study:

1. More than three-quarters of the schools record regularly personal data, teachers' marks, attendance records, and intelligence test scores. More than one-half record regularly, in addition to the above, parents' occupations, medical data, extracurricular activities, achievement test scores, dental data, and counselors' interviews.

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2. From one-quarter to one-half of the schools record regularly those items so helpful in understanding the whole personality of the pupil such as social, personality, and interest ratings, home and family conditions, out-of-school and nongainful activities, employment records, special aptitudes, teachers' observations, and parents' education.

3. From 1 percent to 27 percent of the schools record *occasionally* the various types of information on the cumulative records.

4. The instruments most commonly used for recording the individual inventory are the cumulative record card, several separate forms, and the cumulative record folder. About one-half of the schools use each of these three methods, about 30 percent of the schools reporting that they use more than one method.

5. Fifty-five percent of the schools report keeping the individual inventory record, either original or duplicate, in the secretary's or registrar's office and 44 percent report keeping the records in the counselor's office. No other place was reported by as many as 25 percent of the schools.

6. Access to the complete individual inventory is available to the principal in three-quarters of the schools, to the counselor in two-thirds of the schools, and to the teacher and home-room teacher in about one-half of the schools.

7. The use of cumulative record forms for occupational, educational, and general reference after the pupil has left school is reported by about one-half of the schools. Only 13 percent of the schools reported using these records for a follow-up.

8. Only 14 percent of the schools report sending the cumulative records, or any part or summary of them, to any employment office or agency. Another 35 percent sometimes supply records to employment agencies.

Chapter IV

USE OF TESTS IN HIGH SCHOOLS

The scores made by a pupil on standardized tests are an important part of the individual inventory. These objective estimates of a pupil's achievements, abilities, and personality serve as checks on other records and often suggest new possibilities that can be investigated. Such test results are not a substitute for complete cumulative records but rather serve as parts of such records.

The number of tests of various kinds on the market is very large and the selection of exactly what tests to use is dependent upon many factors. Specific rules for selecting tests cannot be laid down but Ruch and Segel suggest two general principles which should be borne in mind.

1. Never select and administer any test until there is clearly in mind the use and interpretation to be made of the data.

2. A testing program comprising a small number of carefully selected tests, administered as a systematic, continuous enterprise with cumulative records is much to be preferred to more extensive, sporadic, and discontinuous testing without records which follow the pupil through the schools.¹

Intelligence tests give an estimate of general ability by sampling the information and skills possessed by a person. The intelligence that is supposed to be tested may be roughly defined as the ability to do abstract thinking. In an attempt to measure intelligence as free as possible from the effects of training and environment, the information and skills measured by the test are restricted to those available to practically everybody growing up in our culture.

Without discussing at length such questions as the constancy of a person's intelligence level or the relation of so-called innate intelligence to success, it is sufficient to say that such measures of general ability are widely used in guidance.

Achievement tests give an estimate of the level of accomplishment reached in a particular school subject. An objective evaluation by means of a standardized achievement test is probably more accurate than the subjective judgment of a teacher. Such scores are valuable in guidance as giving the best indication of what the pupil will probably do in the future in the same subject or in certain related subjects.

Aptitude tests attempt to estimate the potential ability of the person for certain fields of endeavor. Much promising work has been

¹ Ruch, Giles M., and Segel, David. *Minimum Essentials of the Individual Inventory in Guidance*. Vocational Division Bulletin No. 202. U. S. Office of Education, Washington, D. C., 1940.

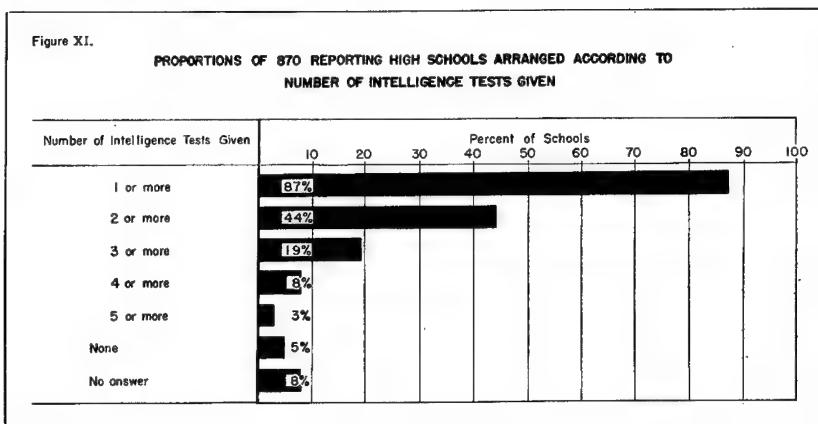
done on such tests but at the present time their predictive value is rather weak except with reference to large general areas of work. Many guidance workers have found such aptitude scores a valuable addition to the cumulative record but their use without other pertinent information about the pupil is fraught with danger.

Personality and interest tests or rating scales try to measure objectively some of those nonintellectual phases of a person's make-up which are so important in guidance work. Interest blanks furnish a check on the reliability of reports of activities and opinions recorded on the individual inventory. It is apparent from the fact that motivation is so closely related to success that interests are important in guidance. Measures of personality contribute further information to the pupil's record.

This chapter will present certain facts regarding the use of tests in the 870 high schools reported in this study. Each school used, on the average, about 6 tests of which 60 percent were given as part of regular programs and 40 percent were given occasionally.

USE OF INTELLIGENCE TESTS

The intelligence test is the type of test most commonly used in these high schools. It is apparent from figure XI that most of these schools give at least one intelligence test but very few give more than two.



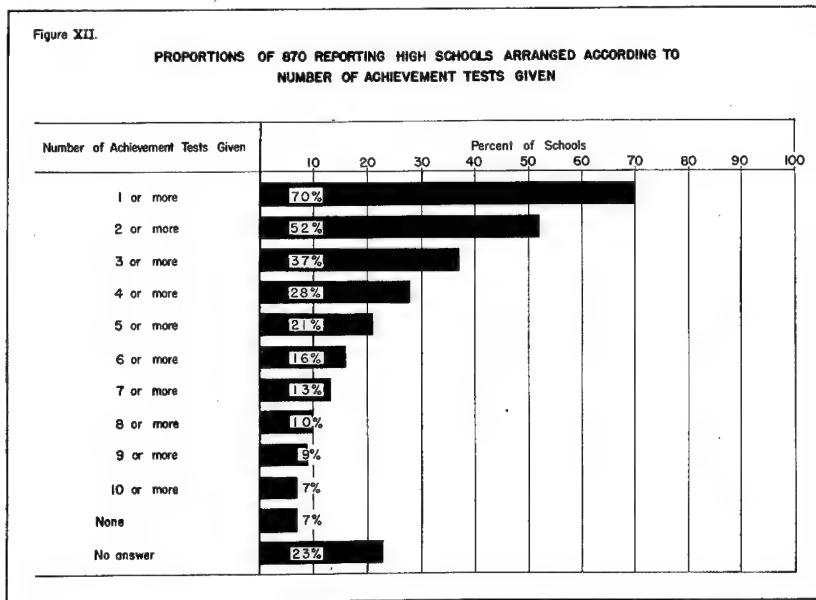
About two-thirds of these intelligence tests are given as part of regular testing programs. (See appendix III.)

The chief advantage of giving more than one intelligence test is in checking the results of the previous test. An estimate of a pupil's general ability based on several good tests is more stable than when it is based on a single test. Such rechecking is especially desirable when the pupil's work does not measure up to the ability indicated by the test.

USE OF ACHIEVEMENT TESTS

Figure XII indicates that almost three-quarters of these high schools give standardized achievement tests and that many of the schools use several different tests. It may reasonably be assumed that the 23 percent of the schools which did not answer do not use standard achievement tests. The schools using achievement tests report giving, on the average, about 4 tests per school. Two-thirds of these tests are given as part of the regular program while the other third are given occasionally as required. (See appendix III.)

Many different types of tests are used but 42 percent of all the achievement tests were in the field of English and the language arts, e. g., reading, composition, grammar, vocabulary, literature, and



spelling, and 18 percent of these tests were in the field of mathematics. Achievement batteries covering several fields accounted for 15 percent of the tests reported.

The results of standard achievement tests should make a valuable contribution to the individual inventory. Such results furnish an objective check on teachers' marks and give a basis for comparing a pupil with outside groups as to achievement. The past achievement of a pupil, as the best estimate of what he would probably do in the future in a particular subject, has many implications for guidance when the training requirements and activities of certain occupations are considered.

It is interesting to note that a larger proportion of these high schools use intelligence tests than use achievement tests. Inasmuch as achievement tests are a measure of what a pupil does in a particular situation, the results of such tests are often more valuable than measures of general abstract ability. The more intensive use of achievement tests in guidance work should be encouraged.

USE OF APTITUDE TESTS

Only about one-third of these high schools reported using aptitude tests as is shown in figure XIII. More than one-half of these schools did not answer this question and it is probably safe to assume that these schools did not use aptitude tests. Several of these schools reported that they refer pupils to other agencies when it seems desirable to give aptitude tests.

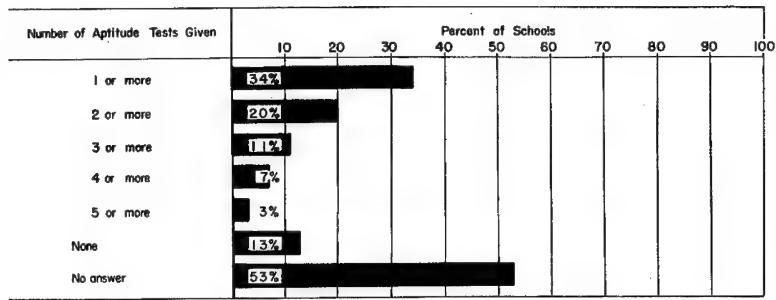
One-fourth of all the aptitude tests used in these schools are for the purpose of measuring mechanical aptitude. The next most commonly used aptitude test measures clerical aptitude. The following list of types of aptitude tests, with the number of schools reporting in parentheses, indicates the wide range of aptitudes measured:

- Mechanical aptitude (171).
- Clerical prognostic (105).
- Art prognostic (45).
- Music aptitude (45).
- Form board tests (43).
- General aptitude (39).
- Algebra prognostic (35).
- Manipulative dexterity (31).
- Latin prognostic (21).
- Geometry prognostic (19).
- Spatial relations aptitude (19).
- Modern language aptitude (16).
- Scholastic aptitude (12).
- Scientific aptitude (11).
- Stenographic aptitude (10).
- Mathematic ability (10).
- Color blindness (6).
- Salesmanship (4).
- Nursing aptitude (3).
- Teaching aptitude (3).

It should be stressed that the objective measurement of aptitudes is still a precarious undertaking. In spite of much work in this field, the validity of aptitude tests is still rather low and too much weight should not be attached to the results. Many guidance workers feel that such tests are valuable for checking other items in the inventory and for suggesting other possibilities to be investigated.

Figure XIII.

**PROPORTIONS OF 870 REPORTING HIGH SCHOOLS ARRANGED ACCORDING TO
NUMBER OF APTITUDE TESTS GIVEN**

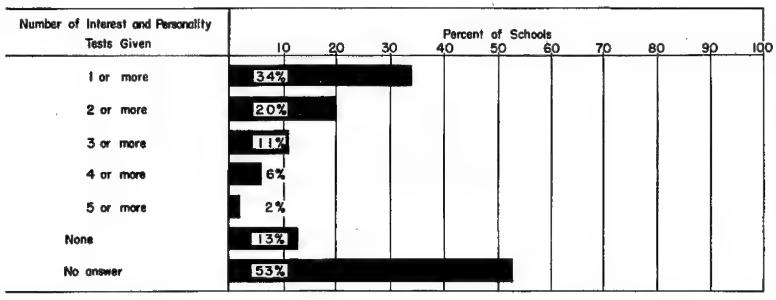


USE OF PERSONALITY AND INTERESTS TESTS AND RATING SCALES

The extent of the use of measures of personality and interest in the schools reported in this study is shown in figure XIV. The similarity of this chart to the chart for aptitude testing is at once apparent.

Figure XIV

**PROPORTIONS OF 870 REPORTING HIGH SCHOOLS ARRANGED ACCORDING TO NUMBER OF
INTEREST AND PERSONALITY TESTS GIVEN**



An examination of the returned questionnaires shows that schools that give one type of test also tend to give the other.

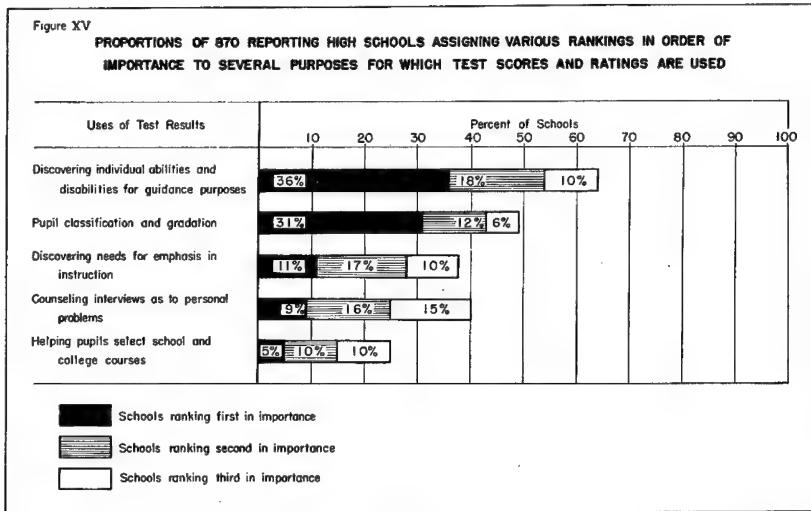
Only about one-third of these schools use measures of personality and interests and of those schools only about 30 percent give them as part of a regular program. Much work has still to be done on measures of personality and interest before they will be as dependable as achievement tests. The statements made above about aptitude tests apply equally well to measures of personality and interest. Schools using such measures appear to have the more extensive testing programs.

There are many different types of instruments for measuring personality and interest. The number of schools using each of the following types of tests or scales is indicated by the figure in parentheses.

- Vocational interest (172).
- Personality rating schedule (116).
- Adjustment questionnaire (109).
- Interest schedules (83).
- Personality inventories (31).
- Social usages tests (25).
- School orientation (21).
- Self analysis (18).
- Study habits (14).
- Behavior rating scales (10).

USE OF TEST RESULTS

Test results may be used for many different purposes. The high schools were asked to rank 10 of these possible uses as to the importance attached to them by the schools. The results for the 5 highest ranking uses are shown in figure XV. About 40 percent of the 870 high schools did not answer this question.



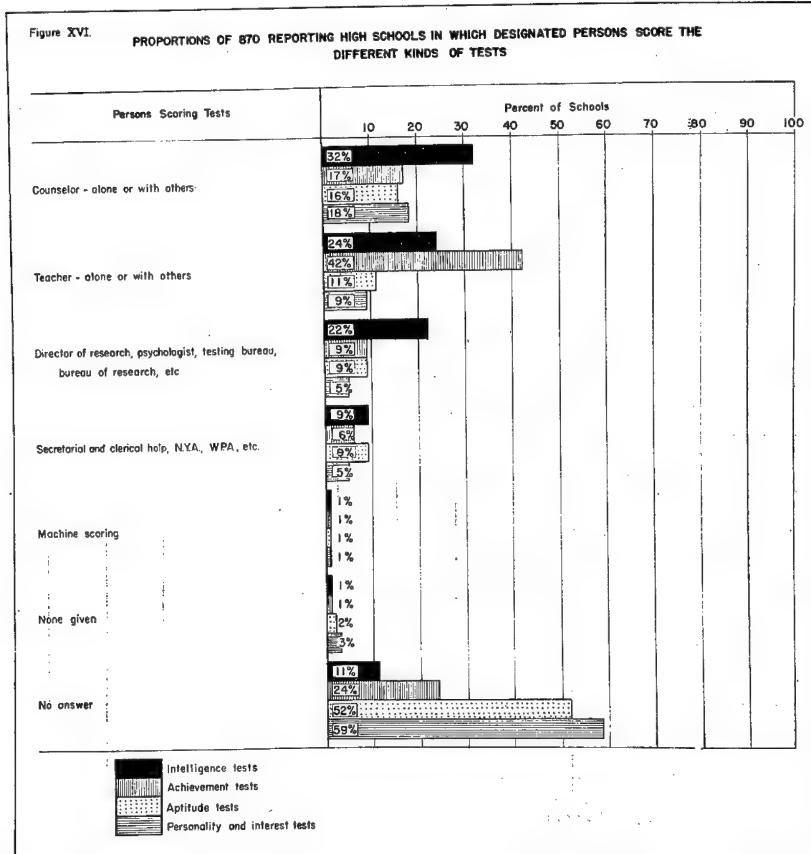
Discovering individual abilities and disabilities for guidance purposes attained the highest composite ranking. This purpose was followed closely by pupil classification and gradation. These results suggest that most schools consider test results valuable for general school purposes as well as for the use of guidance departments. The proper organization and interpretation of test results so that they will be of value in all phases of school work appears to be a primary problem.

In making test results available to many persons in the school system there is always danger that the interpretation of these results will be too narrow. They should understand the necessity of realizing the error involved in all testing, of understanding rather definitely just what the test measures, and of appreciating the relationship of test results to other items of the individual inventory. A good rule is always to consider all of the items of the individual inventory rather than to give undue weight to test results by themselves.

SCORING OF TESTS

The scoring of tests is a task which many school people object to doing. It is important that this scoring be done accurately and with a minimum of interference with other guidance activities such as counseling.

Figure XVI indicates persons or groups scoring the various types of tests. It is probable that the schools not answering this question do not use the type of test indicated.



The counselor is most commonly in charge of scoring the intelligence tests although the teacher handles this work in about one-fourth of the schools. Such specialists as director of research, psychologist, testing bureau, and persons in similar positions do a substantial amount of this scoring of intelligence tests.

The scoring of achievement tests is predominantly in the hands of the teacher. Aptitude tests and measures of personality and interests are largely scored under the direction of the counselor.

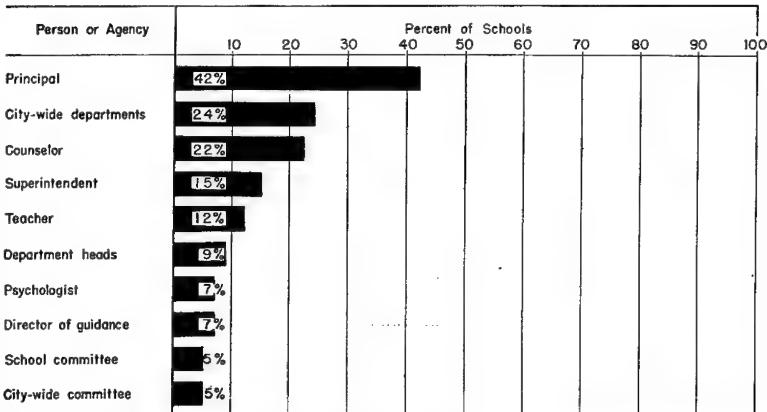
It is interesting to note that only 1 percent of all types of tests are scored by machine. There are indications, however, that this method of scoring is increasing. The advantages and disadvantages of machine scoring should be carefully considered before using this method. There is obviously a saving in time and possibly an increase in accuracy. However, in order to use machine scoring all responses must be of the multiple-choice type. Such a restriction may be serious in such subjects as mathematics and spelling. Some of the most important findings in using a test come from a study of the parts of a test and the determination of the types of errors made. Such information is usually concealed in a total score when the test is scored by machine.

DETERMINATION OF TESTS TO BE GIVEN

The decision as to exactly what tests shall be given is usually made by several persons working together. Figure XVII indicates what persons or agencies participate in this decision.

Apparently the professionally trained workers, such as counselors and psychologists have relatively little to say about the tests to be

Figure XVII.
PROPORTIONS OF 870 REPORTING HIGH SCHOOLS IN WHICH DESIGNATED PERSONS
PARTICIPATE IN DETERMINING WHAT TESTS SHALL BE GIVEN



given. In most schools this decision is made largely by persons in administrative capacities. It would appear advisable to utilize more fully the judgments of those staff members having specific training in tests and measurements.

SUMMARY

These findings apply to the 870 high schools reported in this study.

1. Intelligence tests are used in 87 percent of the schools. About one-fifth of the schools give 3 or more intelligence tests.

2. Achievement tests are used in 70 percent of the schools with more than one-half of the schools giving 2 or more tests. About one-fifth of the schools give 5 or more achievement tests. Forty-two percent of the reported achievement tests are in the field of English and 18 percent cover mathematics.

3. About one-third of the schools give aptitude tests. One-fourth of all the aptitude tests given by these schools are for the purpose of measuring mechanical aptitude. Clerical aptitude tests are also commonly used.

4. About one-third of these schools use measures of personality and interests. The types most commonly used are vocational interest blanks, personality rating scales, and adjustment questionnaires.

5. These schools consider the most important purposes for which test results are used to be: Discovery of individual abilities and disabilities for guidance purposes, and the classification and gradation of pupils.

6. Intelligence tests are generally scored under the direction of the counselor, teacher, or test specialist such as a psychologist. Most achievement tests are scored by or under the direction of the teacher. The counselor handles the scoring of most aptitude tests and measures of personality and interests.

7. About 1 percent of the tests are scored by machine.

8. In fewer than one-quarter of the schools do the persons having professional training in tests and measurements such as counselor, psychologist, or director of guidance, participate in the determination of the tests to be given. This decision regarding tests to be used is made largely by administrative officials.

Chapter V

COUNSELING IN HIGH SCHOOLS

In many ways counseling is the heart of any guidance program. The counseling process focuses all guidance activities directly on the individual pupil and gives him immediate explicit aid in solving his problems. The efficacy of such aid is the real measure of the success of the entire guidance program.

The specific purposes of counseling have been listed as follows:

1. To assist the individual in the interpretation of his personal data.
2. To assist the individual in the identification of his major problems—vocational, educational, avocational, and personal.
3. To assist the individual in the planning of possible solutions to his problems.
4. To help the individual in making a start toward carrying out these plans.
5. To help the individual, when necessary, in the modification of his plans.¹

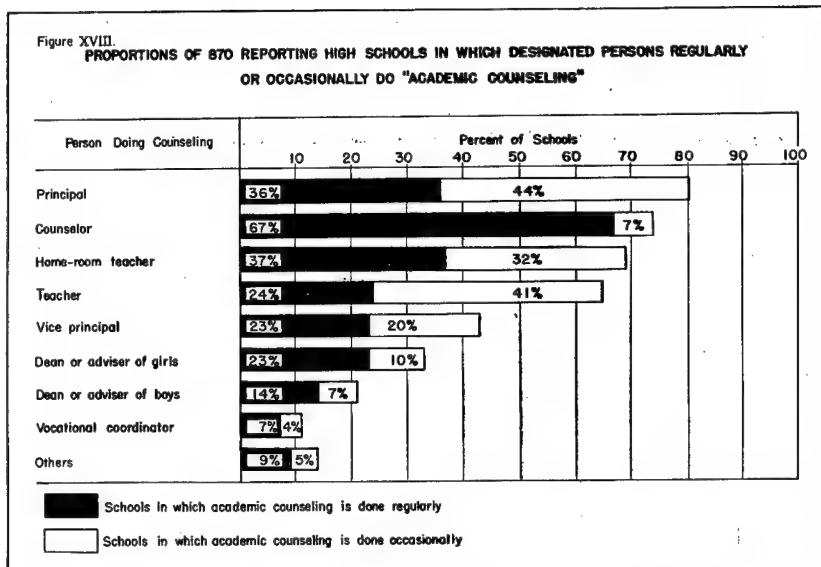
This chapter will report the findings in the 870 reporting high schools with respect to who does the counseling, the kinds of counseling, and the agencies that cooperate in the counseling process. The three types of counseling, academic, personal, and vocational, are arbitrary divisions which have been found useful in understanding the problems of pupils. In any particular counseling situation the whole pupil and all his problems must be considered. In this study these three divisions will be used to indicate the major types of pupil problems handled by the various persons doing counseling.

ACADEMIC COUNSELING

The selection of courses, changes in programs, difficulties with particular courses, and other problems relating to the progress of the pupil in school work are the areas of academic counseling. The proportions of schools in which various persons assist the pupil in solving these problems are shown in figure XVIII.

In some schools a particular individual handles the academic problems of pupils regularly while in other schools this individual performs

¹ Hawkins, Layton S.; Jager, Harry A.; and Ruch, Giles M. *Occupational Information and Guidance—Organization and Administration*. Vocational Division Bulletin No. 204. U. S. Office of Education. P. 29. U. S. Government Printing Office, Washington, 1939.



this function only occasionally. For example, the principal does academic counseling in 80 percent of the reporting high schools; he performs this function regularly in 36 percent of the schools and occasionally in 44 percent of the schools.

The counselor does academic counseling regularly in more schools than any other person, although the principal, home-room teacher, and the classroom teacher perform this function, at least occasionally, in more than one-half of the schools. The vice principal and dean or adviser of girls are also active in this field.

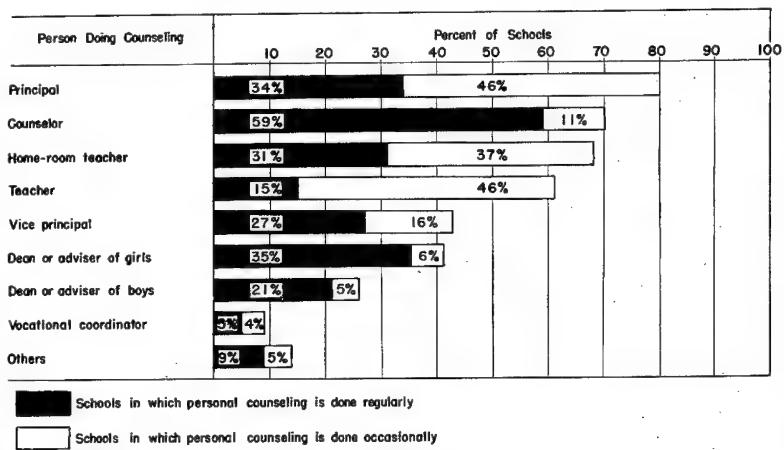
PERSONAL COUNSELING

Many problems of a personal nature arise during a pupil's school life. Personal problems of conduct, social relations, finance, and out-of-school activities are typical. Personal counseling is for the purpose of helping pupils to solve such problems.

Figure XIX indicates that the counselor does personal counseling regularly in more schools than does any other person. However, in more than one-half of the schools the principal, home-room teacher, or the classroom teacher performs this function at least occasionally.

The graphs covering personal counseling and academic counseling are very similar. There does not appear to be any sharp distinction between these two types of counseling and the same persons generally do both in any particular school.

Figure XIX.
PROPORTIONS OF 870 REPORTING HIGH SCHOOLS IN WHICH DESIGNATED PERSONS REGULARLY
OR OCCASIONALLY DO "PERSONAL COUNSELING"

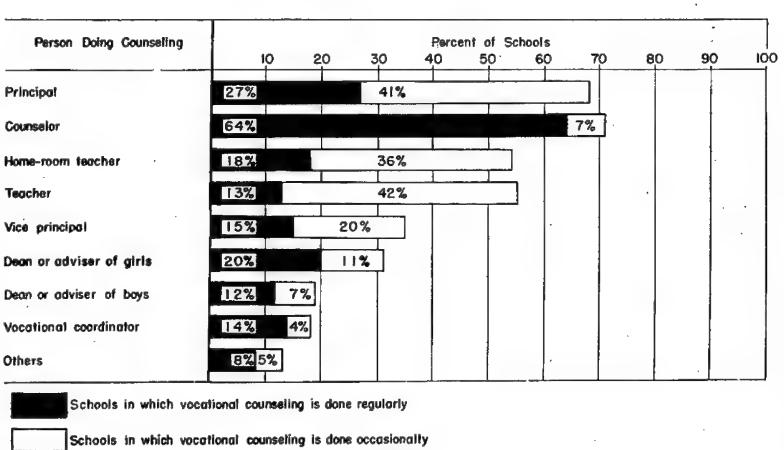


VOCATIONAL COUNSELING

Aid in solving problems relating to the selection of, preparation for, and entrance into an occupation is given in vocational counseling. It is apparent that problems of a personal or academic nature bear directly on vocational decisions.

Figure XX indicates that the counselor regularly does vocational counseling in about two-thirds of the reporting schools. Other persons do vocational counseling regularly in relatively few schools although in many schools they perform this function occasionally.

Figure XX.
PROPORTIONS OF 870 REPORTING HIGH SCHOOLS IN WHICH DESIGNATED PERSONS REGULARLY
OR OCCASIONALLY DO "VOCATIONAL COUNSELING"

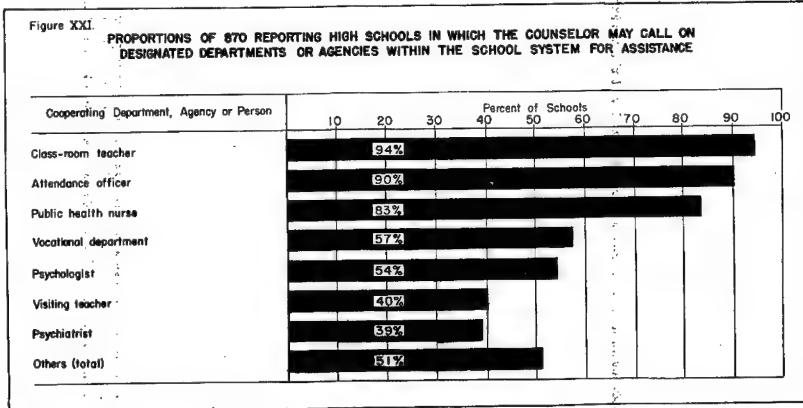


The similarity of results for the three types of counseling emphasizes the fallacy of dividing the counseling function into arbitrary divisions. It appears from the questionnaires that the same persons tend to counsel the pupil with respect to all types of problems. A division of counseling into three types was made in this study in the belief that current practice in the schools reflected such a division. It is encouraging to note that most schools do not make this differentiation.

SCHOOL AGENCIES ASSISTING THE COUNSELOR

All school agencies should be coordinated for helping the pupil in solving his problems. One plan of cooperation is to have the counselor refer pupils to the various persons as needed. One item on the questionnaire related to such cooperation.

Figure XXI suggests that there is a good referral arrangement in most of the reporting schools. In almost all of the schools the classroom teacher, attendance officer, and public health nurse may be called on for assistance. In more than one-half of the schools the vocational department and psychologists are included.



Under "Others," 50 different persons, departments, or agencies are mentioned. An average of 5 persons per school assist the counselor. The following "Other" persons, departments, and agencies in the school system were reported by more than 5 schools as assisting the counselor. The figures in parentheses indicate number of schools.

- Principal (77).
- School physician (68).
- Home-room teacher (29).
- Vice principal (28).
- Dean or adviser of girls or boys (28).
- Department of guidance (28).
- Employment office of school (20).

- School dentist (15).
- School clinic (15).
- Administrators (14).
- Superintendent (12).
- Department of health education (9).
- Specialists (8).
- Librarian (7).
- Director of research (7).
- Class adviser (7).
- Welfare department of school (6).

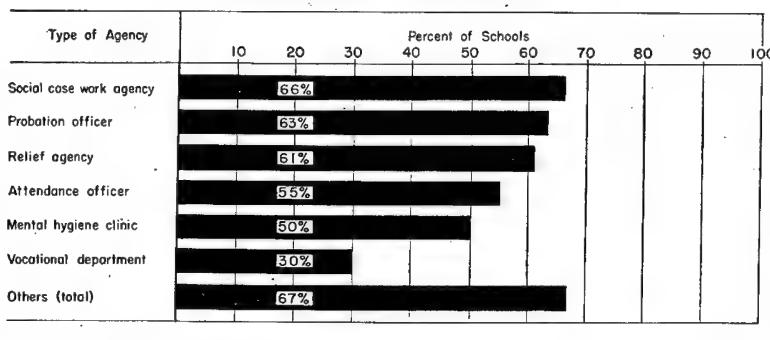
The practice of sending back reports to the counselor is not as general as it should be. On the average only about one out of the five persons who assist the counselor in each school sends back a report of his activities.

NON SCHOOL AGENCIES ASSISTING THE COUNSELOR

In every community there are agencies which can be of assistance to pupils in school. The widest cooperation should exist between the counselor and these agencies so that their services may be utilized to the best advantage.

Figure XXII indicates the type of agencies to which the counselor may refer pupils. In more than one-half of the schools these agencies include social case work agency, probation officer, relief agency, attendance officer, and mental hygiene clinic. There are, on the average, more than 4 agencies per reporting school.

Figure XXII.
PROPORTIONS OF 870 REPORTING HIGH SCHOOLS IN WHICH THE COUNSELOR MAY REFER
PUPILS TO VARIOUS NON-SCHOOL AGENCIES WILLING TO TAKE THE
RESPONSIBILITY OF FURTHER GUIDANCE



Under "Others," a total of 59 organizations are reported. The following "Other" agencies in the community were reported by at least 5 schools as assisting the counselor. The figure in parentheses indicates number of schools.

Employment agencies (73).
Child guidance clinic (64).
Community and service clubs (46).
Church agencies (35).
Y. M. C. A. and Y. W. C. A. (32).
Hospitals (32).
National Youth Administration (26).
Childrens Protective Association (19).
Big brother and big sister (17).
Universities (16).
Parent, teachers, and social clubs (14).
Childrens service league (13).
Vocational adjustment service (13).
Rehabilitation bureau (12).
Clinics (12).
Parents and relatives (10).
Public welfare department (9).
Juvenile court (9).
Public health nurse (9).
Recreation agencies (6).
Vocational Service for Juniors (5).
Foundations (5).
Boys club (5).

The high schools reported in this study appear to be utilizing the agencies in their communities to assist pupils in solving their problems. Such community coordination should be encouraged.

CONTACTS WITH EMPLOYERS

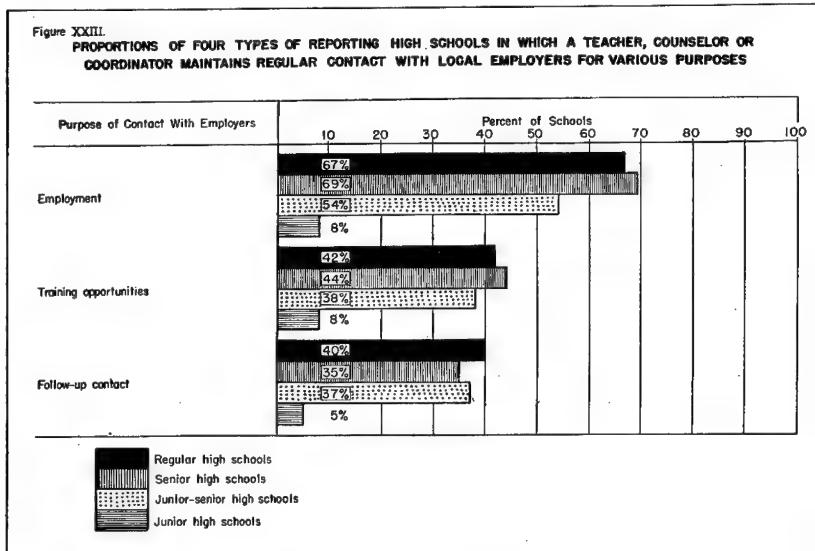
At least one person in every school should maintain regular contact with local employers. Such contacts promote better understanding between schools and industry. Since a large proportion of pupils will be employed by these local industries after leaving school, a thorough understanding of these industries is essential for good vocational counseling.

The purposes of these contacts with employers may be divided into three general areas. The first area covers employment opportunities, types of jobs, possibilities of advancement, and other information needed by school leavers seeking employment. A second area relates to training opportunities within industry and the types of outside training that industry considers valuable. The third area concerns the follow-up of former pupils on the job. Such follow-up studies should be carried on continuously.

Attention is called to the public employment services which are now organized in all States. The employment service can supply much

valuable information to the schools regarding local employment opportunities and trends. The following up of school leavers can be facilitated by cooperative action by the schools and the employment service.

The replies to the question regarding contacts with employers are tabulated with reference to the type of high school. Figure XXIII shows that very few of the junior high schools maintain contact with employers. The fact that a large part of the pupils finishing junior high school continue on in the senior high school should not relieve the junior high school of making employer contacts at least for those



pupils not entering senior high school. Most of those leaving school during and at the end of their junior high school course will probably seek employment with these local firms.

The results for the regular, senior, and junior-senior high schools are very similar. About two-thirds of the schools regularly contact employers with reference to employment; fewer than one-half of the schools contact employers regarding training opportunities and follow-up.

SUMMARY

These findings apply to the 870 high schools reported in this study.

1. The replies to the questionnaire confirm the belief that any division of counseling into such categories as academic, personal, and vocational is arbitrary and that in most cases the pupil is helped on all types of problems by the same person.

2. Academic counseling is done regularly by the counselor in two-thirds of the schools, by the principal and home-room teacher in about one-third of the schools, and by the teacher, vice principal, and dean or adviser of girls in about one-quarter of the schools. In more than one-third of the schools the principal, home-room teacher, and teacher perform this function occasionally.

3. Personal counseling is done regularly by the counselor in three-fifths of the schools, by the principal, home-room teacher, and dean or adviser of girls in one-third of the schools, and by the vice principal and dean or adviser of boys in about one-quarter of the schools. Personal counseling is done occasionally by the principal and teacher in almost one-half of the schools and by the home-room teacher in more than one-third of the schools.

4. Vocational counseling is done regularly by the counselor in two-thirds of the schools. No other person counsels regularly on vocational problems in as much as one-quarter of the schools. In more than one-half of the schools the principal, home-room teacher, and teacher perform this function at least occasionally.

5. There is generally good cooperation between the counselor and other school agencies. In practically all schools the counselor may refer pupils to the classroom teacher, attendance officer, and public health nurse. In over one-half of the schools pupils may be referred to the vocational department and psychologist. Fifty other persons or agencies are mentioned as cooperating with the counselor.

6. Cooperation with nonschool activities is reasonably good. In about two-thirds of the schools the counselor may refer pupils to social case work agency, probation officer, and relief agency. In more than one-half of the schools pupils may be referred to attendance officer and mental hygiene clinic. Fifty-nine other agencies are mentioned as cooperating with the counselor. There is an average of four agencies per reporting school.

7. Disregarding junior high schools, regular contact with local employers is maintained by about two-thirds of the schools with reference to employment and by about 40 percent of the schools with reference to training opportunities and follow-up of former pupils.

Chapter VI

PROBLEMS IN COUNSELING

The last item on the questionnaire was, "What do you consider the most difficult problem(s) in carrying out an effective counseling program in your school?" This was a free-response question and more than 1,700 problems were mentioned by the respondents; that is, about two problems per school.

The word "counseling" in this question was intended to designate that phase of a guidance program relating to actual interviews with pupils. It is apparent from the responses that many of the respondents had in mind the problems of the complete guidance program. This interpretation of counseling should be remembered in any consideration of the responses.

An examination of the responses shows three general problems running through all of the specific difficulties that handicap guidance persons in their efforts to assist pupils in making better adjustments. These three problems really cover the entire field of school operation and represent the framework within which the guidance department must operate. These three problems with which the respondents appear to be deeply concerned are:

1. Many recognize the superficiality of their present counseling programs and want to individualize and lengthen the contacts between counselor and pupil. They are aware of the lack of facilities for following up on the information obtained and decisions made by the pupil while in school.
2. A need is felt for coordinating not only the curricula of the elementary schools with their own curricular opportunities but also the guidance procedures of the lower schools with the procedures in the high schools so the pupil may consistently and continually secure guidance through his school life and attack better his early vocational ventures.
3. Many indicate in their responses an appreciation of and an exasperation at the limitations of the present high-school curriculum which is predominantly concerned with college preparation and ignores the needs of the great majority of young people who cannot or do not wish to go to college.

Many typical responses indicating specific problems are given in appendix IV, which should be carefully examined. These specific problems can be roughly grouped as follows:

1. *Lack of time.*—Reported by 44 percent of the schools. Responses show that teachers' and students' programs do not allow time for counseling and guidance activities. Teaching and administrative loads are too heavy. Not enough time is available for individual contacts. The counseling load is too heavy.
2. *Lack of trained personnel.*—Reported by 40 percent of the schools. The assertion is made that there is difficulty in finding qualified counselors. A scarcity of counselors with sufficient industrial experience presents a problem. In-service training is not adequate. Schools lack access to such referral specialists as psychologists and psychiatrists to handle problem cases.
3. *Inadequate philosophy of guidance.*—Reported by 12 percent of the schools. The lack of a common understanding of guidance objectives and procedures by administration and faculty is reported. A tendency to confuse discipline with counseling is complained of. The place of the home-room period in the guidance program causes confusion. The guidance program, the comments suggest, has not merged as an entity clearly perceived in relation to other educational functions.
4. *Lack of cooperation with home and family.*—Reported by 12 percent of the schools. In the opinion of many reporting, school and home do not work together in helping pupils to make correct adjustments. There is need for better understanding of the family of the guidance program of school and by the school of the home life of pupils. Foreign-born parents present a particular problem.
5. *Lack of cooperation by teachers.*—Reported by 12 percent of the schools. Regular teachers, the respondents say, should more completely understand and cooperate in any guidance program. Teachers fail to do their part in keeping up the individual inventory for each pupil. Classroom teachers too seldom see the guidance implications of their regular work. They often fail to take advantage of the guidance program to individualize their teaching more effectively.
6. *Curricular inadequacies.*—Reported by 10 percent of the schools. Those reporting claim the curriculum is not flexible enough to provide for needs of individual pupils.

Schools are unable to offer sufficient variety of learning experiences for students who do not work well with books. Schools fail to use the findings of the guidance program to change the curriculum to fit the needs of pupils.

7. *Lack of testing facilities.*—Reported by 8 percent of the schools. Many schools, it is reported, lack facilities for individual testing and equipment for giving manipulative and other apparatus tests. There is a need for specifically trained personnel to administer the testing phases of the program.
8. *Inadequate records.*—Reported by 7 percent of the schools. It is brought out that individual records over a long period of time are lacking to provide the essential understanding of the pupil as an individual. School records need to be designed to serve in guiding pupils.
9. *Lack of occupational information.*—Reported by 6 percent of the schools. It is claimed that information about occupations and occupational opportunities, especially on the local level, is not sufficiently available to pupils to help them make intelligent plans. There is difficulty in obtaining up-to-date occupational information and interpreting this information in terms of the local community.

Appendices

- I. Questionnaire and covering letters**
 - II. List of cities in which there was one or more reporting high school**
 - III. Miscellaneous tables**
 - IV. Comments made by reporting schools about the most difficult problems in carrying out an effective counseling program**
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Appendix I

FEDERAL SECURITY AGENCY
U. S. OFFICE OF EDUCATION
WASHINGTON

December 18, 1939.

To Principals of Schools:

You will find enclosed with this letter a copy of a questionnaire which deals with the use of the individual inventory by counselors in secondary schools.

This questionnaire is being sent to all schools which reported having a counselor giving half time or more to counseling functions as listed in a recent U. S. Office of Education publication, Misc. 2267, entitled "Public High Schools Having Counselors and Guidance Officers." A copy of this report was recently sent to you.

The importance of determining and disseminating the best practices of these counselors in the various techniques involved in guidance is clear. The use of individual inventory is one of the most discussed of these techniques. Counselors in general are eager to compare their own practices with those of others throughout the country.

With this in mind, will you be kind enough to have filled out by the appropriate person and forwarded to us as soon as possible the questionnaire enclosed? We realize the heavy burden of such requests on all school officials, yet the immediacy and importance of the topic encourage us to hope for your cooperation. Of course a copy of the results will be furnished you as soon as they are available.

The enclosed franked envelope may be used to return the questionnaire without the payment of postage.

Very truly yours,

HARRY A. JAGER,
Chief, Occupational Information and
Guidance Service.

Enclosure.

QUESTIONNAIRE

Federal Security Agency

U. S. OFFICE OF EDUCATION

Vocational Division

Occupational Information and Guidance Service

A STUDY OF THE INDIVIDUAL INVENTORY IN GUIDANCE PROGRAMS IN SECONDARY SCHOOLS

1. Name of school-----

City----- State-----

Report made by----- Position----- Date-----

Please give the officially reported enrollment of pupils by grades in your school, fall 1939.

6th grade----- 10th grade-----

7th grade----- 11th grade-----

8th grade----- 12th grade-----

9th grade----- Total enrollment-----

2a. If your school is a *junior or junior-senior* high school, do you receive a record card or other form for each pupil from the elementary schools usually sending pupils to your school? Yes_____ No_____

2b. If your school is a *junior high school*, do you send the record card or other form for each pupil promoted on to the senior high school? Yes_____ No_____

3. If your school is a *senior high school*, do you receive a record card or other form for each pupil entering from the schools from which you usually receive pupils? Yes_____ No_____

4. If your school is a *vocational school*, do you receive a record card or other form for each entering pupil? Yes_____ No_____

5. What test scores or ratings do you receive from the elementary schools regarding entering pupils in 1938-39?

Please use following code:

In column (1) give exact names of all tests these pupils have taken.

In column (2) G = group test, I = individual test.

In column (3) R = test given as part of the regular testing program.

O = test given occasionally.

In column (4) grade in which test was given, if known. Use L for 1st half and H for 2d half of year; e. g., L 10 or H 10.

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In column (5) give approximate number of pupils for whom you receive test scores for each test you list.

Exact name of test or rating scale (1)	G or I (2)	R or O (3)	Grades (4)	Number of pupils with test scores (5)

6. Which of the types of information listed below are recorded on the pupil's record forms?

Please use following code:

In column (2) R=recorded as part of regular procedure.

O=recorded occasionally.

In column (3) F=complete record received.

A=abstract of record received.

In column (4) R=recorded as part of regular guidance program.

O=recorded occasionally.

In column (5) C=continued in your school.

I=initiated in your school.

Types of information (1)	Received from elementary school		Recorded in your school	
	R or O (2)	F or A (3)	R or O (4)	C or I (5)
a. Personal data (name, address, parent's name, etc.)				
b. Attendance record				
c. Teachers' marks				
d. Intelligence test scores				
e. Achievement test scores				
f. Special aptitudes				
g. Social, personality, and interest ratings				
h. Medical data				
i. Dental data				
j. Parents' education				
k. Home and family conditions				
l. Parents' occupation				
m. Records of out-of-school and nongainful activities				
n. Extracurricular activities				
o. Part- or full-time employment record				
p. Teachers' observations and anecdotes				
q. Counselor's interviews				
r. Give below other types of items recorded				

APPENDIX

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7. What tests and rating scales are given to the pupils in your school? (The question is divided into (A) Intelligence Tests, (B) Aptitude Tests, (C) Educational or Achievement Tests, and (D) Interest and Personality Tests or Ratings.)

Please use following code:

In column (1) give exact title of tests given.

In column (2) G=group test, I=individual test.

In column (3) R=test given as part of the regular testing program.

O=test occasionally given.

In column (4) give grade in which test is given, using L for 1st half
and H for 2d half of year; e. g., L 10 or H 10.

In column (5) T=teacher, C=counselor, Pr=principal.

Ps=psychologist, OP=other person.

In column (6) give approximate number of pupils given the tests in
1938-39.

(A) INTELLIGENCE TESTS

Exact title of test (1)	G or I (2)	R or O (3)	Grades (4)	Tester (5)	No. of pupils tested (6)

(B) APTITUDE TESTS

(Include only special aptitude tests that are used in educational and vocational guidance.)

Exact title of test (1)	G or I (2)	R or O (3)	Grades (4)	Tester (5)	No. of pupils tested (6)

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(C) EDUCATIONAL OR ACHIEVEMENT TESTS

(Include all subject-matter tests. If you have developed tests locally which have been standardized with norms and directions for giving or use tests that are not generally available, *please attach 3 copies of each.*)

Exact title of test (1)	G or I (2)	R or O (3)	Grades (4)	Tester (5)	No. of pupils tested (6)

(List the tests locally derived below)

(D) INTEREST AND PERSONALITY TESTS AND RATING SCALES

(Include all vocational and other interest tests and personality rating scales. If your school uses a local test or rating scale, *please attach 3 copies of each.*)

Exact title of test or rating scale (1)	G or I (2)	R or O (3)	Grades (4)	Tester (5)	No. of pupils tested (6)

(List the rating scales locally derived below)

8. For what purposes are the test scores and ratings used in your school? Please rank in order of importance; e. g., 1=highest, 2=next highest, etc.
- a. Pupil classification and gradation _____
 - b. Comparing achievement of schools and classes _____
 - c. Determining efficiency of instruction _____
 - d. Setting up objectives of instruction _____
 - e. Discovering needs for emphasis in instruction _____
 - f. Discovering individual abilities and disabilities for guidance purposes _____
 - g. Research _____
 - h. Counseling interviews as to personal problems _____
 - i. Helping pupils select vocational objectives _____
 - j. Helping pupils select school and college courses _____
 - k. Other _____
9. Who scored the tests in 1938-39? Teacher, counselor, other person?
- a. Intelligence tests _____
 - b. Aptitude tests _____
 - c. Educational and achievement tests _____
 - d. Interest and personality tests or rating scales _____
10. On what forms are the items of the individual inventory recorded? (*Please attach 3 copies of each record form.*) Please check correct items.
- a. Booklet record forms _____
 - b. Cumulative record card _____
 - c. Cumulative record folder _____
 - d. Several separate record forms (e. g., attendance, health, grades, etc.) _____
 - e. Commercial form _____
Give name of publisher and trade name or order number _____
 - f. Other forms (please describe) _____
11. Where are the record forms referred to in question 10 kept during the time the pupils are registered in your school? (Please check. If duplicate records are kept, check each place where a copy of the record is kept.)
- a. In the school secretary's office _____
 - b. In the principal's private office _____
 - c. In the vice principal's office _____
 - d. In the dean or adviser of boys' office _____
 - e. In the dean or adviser of girls' office _____
 - f. In the counselor's office _____
 - g. In the home room _____
 - h. In other places (please specify) _____

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12. Who does the counseling in your school? (In columns headed "Regularly" please check those who are assigned counseling duties with regularity. In columns headed "Occasionally" check those who are occasionally assigned to do some of the counseling. Where each person counseling does all types, please place a *check* in *each column*.)

Personnel	In problems of academic adjustment		In problems of social and personal adjustment		Problems of vocational information and adjustment	
	(1)		(2)		(3)	
	Regu-larly	Occa-sionally	Regu-larly	Occa-sionally	Regu-larly	Occa-sionally
Teachers						
Home-room teachers						
Counselor(s)						
Vice principal						
Dean or adviser of boys						
Dean or adviser of girls						
Principal						
Vocational coordinator						
Others (specify)						

13. Which of the persons that you checked under question 12 have access to the complete individual inventory (all pupil record forms)?
- -----

14. What official, department, committee, etc., determines what tests shall be given?
-

15. Are the cumulative records kept permanently?

As a whole? ----- Yes _____ No _____

In part? ----- Yes _____ No _____

If "no," for how many years after the pupils (drop-outs and graduates) have left school are they kept? -----

16. For how many years do the records of school-leavers (drop-outs and graduates) remain in your school? -----

17. If, or when, the record forms are removed from your school, where are they filed? -----

18. For what specific purposes are the record forms used after the pupil has left school? -----
-

19. Does any teacher, counselor, or coordinator in your school maintain regular contact with local employers with a view to finding vocational opportunities for pupils? ----- Yes _____ No _____

Please check correct item:

a. For employment of any kind? -----

b. For further training opportunity? -----

c. For follow-up contact with pupil? -----

20. On which school departments, agencies, or persons may the person doing the counseling call for assistance? (Nonschool agencies are covered under question No. 22)

Please check correct items:

- a. Visiting teacher-----
- b. Psychologist-----
- c. Psychiatrist-----
- d. Public health nurse-----
- e. Attendance officers-----
- f. Vocational department-----
- g. Classroom teacher-----
- h. Others (please describe)-----

21. Does the person(s) counseling receive test scores, ratings, etc., from any of these persons, departments, or agencies that have assisted in the counseling?

Please give name of agency and name of tests (if known) or types of test

22. To what nonschool departments or agencies in your community, that will take the responsibility for further guidance of pupils, may the person doing the counseling refer a pupil?

Please check correct items:

- a. Social case working agency?-----
- b. Relief agency?-----
- c. Probation officer?-----
- d. Attendance officer?-----
- e. Mental hygiene clinic?-----
- f. Vocational department?-----
- g. Others?-----

23. Does the person doing the counseling receive any report on tests, investigations, etc., of the pupil from the person, department, or agency to which the pupil was referred?

Please give name of agency and name of tests (if known) or types of tests.

24. Do the cumulative school records, or any part or summary of them, go to any employment office or agency? Yes _____ No _____ Sometimes _____

25. Give the names of one or more persons who should be on the mailing list of the Occupational Information and Guidance Service of the U. S Office of Education.

Name

Title

Address

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26. What do you consider the most difficult problem(s) in carrying out an effective counseling program in your school?

As previously suggested, please attach three copies of:

- (1) Each record form used
- (2) Education or achievement tests not generally available
- (3) Interest and personality rating scales not generally available

Appendix II

LIST OF CITIES IN WHICH THERE WAS ONE OR MORE REPORTING HIGH SCHOOL

(Numbers following the names of cities indicate the number of high schools in the city that cooperated in the study)

ALABAMA (3). Mobile (1). Selma (1). Tarrant (1).	CALIFORNIA—Con. Richmond (1). Riverside (1). Sacramento (2). Salinas (1). San Diego (3). San Fernando (1). San Jose (3). San Pedro (2). Santa Ana (1). Santa Barbara (1). Shafter (1). Stockton (2). Taft (1). Turlock (1). Van Nuys (1). Venice (1). Ventura (1). Watsonville (1). West Los Angeles (1). Whittier (1). Wilmington (1). Yuba City (1).	CONNECTICUT—Con. New Britain (4). New Haven (5). Norwalk (1). DELAWARE (2). Wilmington (2). FLORIDA (5). Jacksonville (3). Miami (1). Ponce de Leon (1). GEORGIA (1). Blakely (1). IDAHO (2). Boise (1). Twin Falls (1). ILLINOIS (43). Aurora (1). Bloomington (1). Chicago (21). Cicero (1). Decatur (2). Des Plaines (1). Elgin (1). Harvey (1). Jacksonville (1). Joliet (1). La Grange (1). Lake Forest (1). La Salle (1). Maywood (1). Moline (1). Oak Park (1). Pekin (1). Peoria (1). Rockford (1). Springfield (2). Winnetka (1). INDIANA (17). Evansville (1). Fort Wayne (3). Hammond (2).
ARIZONA (3). Mesa (1). Phoenix (1). Yuma (1). ARKANSAS (1). Forrest City (1). CALIFORNIA (101). Almeda (1). Antioch (1). Avalon (1). Bakersfield (1). Berkeley (3). Beverly Hills (1). Canoga Park (1). Centerville (1). Chico (1). Compton (1). Crockett (1). El Monte (1). Fresno (4). Fullerton (1). Glendale (3). Huntington Beach (1). Huntington Park (1). La Crescenta (1). Lomita (1). Los Angeles (26). Norwalk (1). Oakland (8). Ontario (1). Palo Alto (1). Pasadena (5). Piedmont (1). Pittsburg (1). Redlands (1). Redondo Beach (1).	Shafter (1). Stockton (2). Taft (1). Turlock (1). Van Nuys (1). Venice (1). Ventura (1). Watsonville (1). West Los Angeles (1). Whittier (1). Wilmington (1). Yuba City (1). COLORADO (11). Boulder City (1). Colorado Springs (1). Denver (5). Fort Collins (1). Fort Morgan (1). Longmont (1). Pueblo (1). CONNECTICUT (22). Bristol (1). Danbury (1). East Haven (1). Fairfield (1). Farmington (1). Greenwich (1). Hartford (4). Meriden (1). Milford (1).	

List of cities in which there was one or more reporting high school—Continued

INDIANA—Continued.	MASS.—Continued.	MONTANA—Con.
Indianapolis (3). La Fayette (1). — La Porte (1). Mitchell (1). — Muncie (2). \checkmark Richmond (2). Sullivan (1).	Roxbury (1). — Somerville (1). Taunton (1). — Waltham (1). Wellesley Hills (1). — Westport (1). — Worcester (1). —	Great Falls (1). — Lewistown (1). Missoula (1).
IOWA (10).	MICHIGAN (51).	NEBRASKA (5).
Burlington (2). Cedar Rapids (1). Davenport (1). Des Moines (3). — Muscatine (1). — Sioux City (2).	Battle Creek (1). Bay City (1). Benton Harbor (2). — Dearborn (1). Detroit (31). — Ferndale (1). — Flint (4). — Hamtramck (1). Highland Park (1). Jackson (1). — Kalamazoo (1). — Lansing (1). Manistee (1). Pontiac (1). Port Huron (1). Reading (1). St. Joseph (1). —	Grand Island (1). Lincoln (1). Omaha (3).
KANSAS (7).	MINNESOTA (23).	NEW HAMPSHIRE (2).
Emporia (1). — Lawrence (1). — Osawatomie (1). — Wichita (4).	Brainerd (1). Hibbing (1). — Minneapolis (15). Montevideo (1). — Rochester (1). St. Cloud (1). St. Paul (2). — Virginia (1).	Nashua (2).
KENTUCKY (11).	MISSISSIPPI (1).	NEW JERSEY (46).
Central City (1). Columbia (1). — Erlanger (1). Louisville (7). \checkmark Paris (1). —	Crystal Springs (1). —	Bayonne (2). Bloomfield (1). Burlington (1). — Butler (1). — Caldwell (1). — Camden (1). Cliffside Park (1). — Clifton (1). East Orange (1). — Elizabeth (2). — Jersey City (2).. Leonia (1). Lodi (1). — Montclair (1). — Mount Holly (1). —
LOUISIANA (9).	MISSOURI (13).	Newark (6).
Alexandria (1). Benton (1). — New Orleans (6). — Plaquemine (1).	Boonville (1). Columbia (1). Hannibal (1). — Herculanen (1). Kansas City (1). — Lebanon (1). — Normandy (1). — Sedalia (1). Springfield (1). — St. Louis (2). University City (1). — Wellston (1). —	New Brunswick (2). Nutley (2). — Ocean Grove (1). — Orange (2). Palmyra (1). — Passaic (1). Plainfield (1). Pleasantville (1). — Roselle (1). Rutherford (1). South Orange (2). Springfield (1). — Summit (2). Trenton (1). Weehawken (1). West Orange (1). — Woodbridge (1).
MARYLAND (18).	MONTANA (4).	NEW MEXICO (1).
Baltimore (13). Bethesda (1). Chevy Chase (1). Cumberland (1). — Hagerstown (1). Silver Spring (1).	Conrad (1). —	Clovis (1). —
MASSACHUSETTS (25).		NEW YORK (184).
Belmont (1). Beverly (1). — Boston (6). — Cambridge (1). Greenfield (1). \checkmark Lawrence (1). — Medford (1). Melrose (1). New Bedford (2). Newtonville (1). Norwood (1). — Pittsfield (1). —		Albany (3). Amsterdam (2). — Attica (1). — Auburn (1). — Batavia (1). —

List of cities in which there was one or more reporting high school—Continued

NEW YORK—Con.
 Bellmore (1). —
 Binghamton (3). —
 Briarcliff Manor (1). —
 Brooklyn (17). —
 Buffalo (5). —
 Canastota (1). —
 Cazenovia (1). —
 Chautauqua (1). —
 Cobleskill (1). —
 Congers (1). —
 Cortland (1). —
 Ellenville (1). —
 Elmira (2). —
 Elmira Heights (1). —
 Farmingdale (1). —
 Floral Park (1). —
 Flushing (1). —
 Garden City (1). —
 Glens Falls (2). —
 Gouverneur (1). —
 Green Island (1). —
 Hamburg (1). —
 Hastings on Hudson (1). —
 Haverstraw (1). —
 Hempstead (1). —
 Hornell (1). —
 Irvington (1). —
 Ithaca (1). —
 Jamestown (3). —
 Kenmore (1). —
 Kingston (1). —
 Lawrence (1). —
 Le Roy (1). —
 Mamaroneck (1). —
 Marion (1). —
 Massena (1). —
 Medina (1). —
 Mineola (1). —
 Montrose (1). —
 Mount Vernon (3). —
 Newark Valley (1). —
 Newburgh (3). —
 New York (35). —
 Niagara Falls (5). —
 Northport (1). —
 Nyack (1). —
 Olean (1). —
 Oneonta (1). —
 Ossining (1). —
 Oxford (1). —

NEW YORK—Con.
 Pearl River (1). —
 Peekskill (1). —
 Perry (1). —
 Piermont (1). —
 Port Chester (1). —
 Port Washington (2). —
 Rochester (9). —
 Rockville Center (1). —
 Rome (1). —
 Saratoga Springs (1). —
 Scarsdale (1). —
 Schenectady (7). —
 Scotia (2). —
 Skaneateles (1). —
 Snyder (1). —
 Spring Valley (1). —
 Staten Island (1). —
 Suffern (1). —
 Syracuse (8). —
 Tottenville (1). —
 Troy (1). —
 Utica (1). —
 Walden (1). —
 White Plains (4). —
 Yonkers (8). —
 NORTH CAROLINA (6). —
 Asheville (1). —
 Buies Creek (1). —
 High Point (1). —
 Raleigh (1). —
 Rocky Mount (1). —
 Winston-Salem (1). —
 OHIO (40). —
 Akron (2). —
 Cincinnati (7). —
 Cleveland (10). —
 Columbus (1). —
 Cuyahoga Falls (1). —
 Dayton (1). —
 Elyria (1). —
 Hamilton (1). —
 Lakewood (1). —
 Lorain (1). —
 Loudonville (1). —
 Marion (1). —
 Massillon (1). —
 Middletown (1). —
 Niles (1). —
 Norwood (1). —
 Orrville (1). —
 Struthers (1). —

OHIO—Continued.
 Toledo (2). —
 Wellsville (1). —
 Youngstown (2). —
 Zanesville (1). —
 OKLAHOMA (5). —
 Edmond (1). —
 Enid (1). —
 Oklahoma City (3). —
 OREGON (3). —
 Corvallis (1). —
 Eugene (1). —
 Portland (1). —
 PENNSYLVANIA (97). —
 Aliquippa (2). —
 Allentown (4). —
 Altoona (1). —
 Ambridge (1). —
 Ardmore (2). —
 Bellevue (1). —
 Bethlehem (1). —
 California (1). —
 Clairton (2). —
 Connellsville (1). —
 Darby (1). —
 Du Bois (2). —
 Ellisburg (1). —
 Elkins Park (2). —
 Ellwood City (1). —
 Forty Fort (1). —
 Harrisburg (1). —
 Hatfield (1). —
 Jeannette (1). —
 Johnstown (4). —
 Lancaster (2). —
 Lansdale (1). —
 Lebanon (1). —
 Leetsdale (1). —
 Lewistown (1). —
 McKeesport (1). —
 McKees Rocks (1). —
 Mechanicsburg (1). —
 Monaca (1). —
 Monongahela (1). —
 Mount Carmel (1). —
 Northampton (1). —
 Philadelphia (3). —
 Pittsburgh (26). —
 Pottstown (1). —
 Pottsville (1). —
 Quakertown (1). —
 Reading (2). —

List of cities in which there was one or more reporting high school—Continued

PENNA.—Continued.	TENNESSEE (2).	WASHINGTON—Con.
Seranton (5). —	Knoxville (1).	South Bend (1). +
Sharon Hill (1). —	North Chattanooga (1).	Spokane (2). —
Springfield (1). +		Tacoma (1). —
Steelton (1). —		Vancouver (2). —
Saint Marys (1). —	Beaumont (1).	Wenatchee (1). —
Union City (1). —	Dallas (3).	Yakima (1). —
Upper Darby (1). —	Fort Worth (3).	WEST VIRGINIA (4).
Wayne (1). +	Gladeewater (1). —	Charles Town (1). —
West Chester (1). —	Hillsboro (1).	Moundsville (1). —
West Lawn (1). +	Houston (4).	Parkersburg (1). —
West Reading (1).	Lubbock (1).	Wheeling (1). —
Wilkes-Barre (1). —	San Antonio (5).	WISCONSIN (22).
Wilkinsburg (1). —	Tyler (1).	Appleton (1).
Williamsport (1). —	UTAH (5).	Fond du Lac (1). —
York (1).	Bingham Canyon (1). —	Green Bay (2).
RHODE ISLAND (15).	Cedar City (1). —	Madison (3).
Cranston (2).	Huntington (1). +	Manitowoc (1).
East Providence (1). —	Kaysville (1). +	Milwaukee (8). +
Newport (1).	Salt Lake City (1).	Neenah (1).
Pawtucket (1). —	VIRGINIA (2).	Oshkosh (1).
Providence (10).	Richmond (2).	Phillips (1). +
SOUTH CAROLINA (3).	WASHINGTON (21).	Racine (1). —
Anderson (1). —	Aberdeen (2). —	Wausau (1).
Columbia (1).	Bellingham (1).	Wauwatosa (1).
Florence (1). —	Olympia (1).	WYOMING (2).
SOUTH DAKOTA (2).	Port Angeles (1). —	Casper (1). —
Aberdeen (1).	Seattle (7).	Rawlins (1). —
Belle Fourche (1). —	Snohomish (1).	

Appendix III

MISCELLANEOUS TABLES

Table 1.—Distribution of test scores received by the high schools from the lower schools by type of test

Type of test	Number of test scores received		
	Regularly	Occasion-ally	Total
Intelligence	918	352	1,270
Achievement battery	432	88	520
Reading	356	138	494
Mathematics	172	38	210
Reading readiness	37	15	52
Spelling	29	8	37
English	33	5	38
Personal inventory	15	2	17
Mechanical aptitude	8	7	15
Geography	14		14
Language aptitude	11		11
Nonverbal tests	1	9	10
Vocabulary	3	6	9
History	7	1	8
Clerical aptitude	6	1	7
Music aptitude	5		5
Interest questionnaires	2	2	4
Learning aptitude	3		3
Health knowledge			
Writing	2	1	3
Art aptitude	1		1
Biology		1	1
Unidentified	20	9	29
Total	2,080	683	2,763

Table 2.—Distribution of tests reported by elementary schools to high schools with reference to grade in which tests were given

Grades in which tests were given	Number of tests				
	Regular	Junior	Junior-Senior	Senior	Total ¹
Kindergarten	5	17	13	6	41
1	34	79	55	26	194
2	30	58	42	16	146
3	47	85	61	19	212
4	70	148	81	28	326
5	94	173	88	30	385
6	139	455	182	83	859
7	197			81	278
8	534			108	642
9				151	151
1-6		19	23		42
3-6		11	3		14
6-9				7	7
1-8	10			4	14
All	2	14	7	1	24
Any	22	12	4	1	39
On entering	2		1		3
When needed	4	3	3	1	11
Total	1,190	1,074	562	562	3,388

¹ The total number of test scores reported was 2,763. In the present table there are included 652 duplications or instances where a test was reported as having been given in 2 or more grades in the same elementary school.

Table 3.—Distribution of schools as to specific purposes for which the record forms are used after the pupil has left school

Uses made of record forms	Number of high schools reporting by types				
	Regu- lar	Junior	Junior- Senior	Senior	Total
Total number of schools reporting	278	261	157	174	870
Occupational:					
Recommendation regarding employment	81	46	31	49	207
To supply information to employers	60	51	24	36	171
Employment or placement information	21	18	13	11	63
To aid pupils in placement (or employment)	16	6	2	8	32
Employment service agencies	2	10	3	5	20
Requested information in vocational questionnaires (application blanks)		1	6	1	8
Personal information usually in connection with vocational adjustment	2	1		1	4
Job follow-up			2	1	3
Recommendations vocationally	1		2		3
For promotion	2	1			2
Professional references					2
Problems of employment		1			1
Use by placement counselors	1				1
Classification for positions	1				1
Character references for employment		1			1
Subtotal	188	136	83	112	519
Educational:					
College entrance applications or records	25	11	18	18	72
Inquiries from colleges, universities, etc.	31	10	16	13	70
Transcripts	28	14	10	13	65
Inquiry from another school	15	31	5	12	63
Transcripts to colleges and other institutions of higher learning	24	4	8	21	57
Recommendations for colleges and other institutions of higher education	26	3	6	14	49
Transfer to another institution	11	4	3	3	21
To aid pupils in problems of further education	16		1	3	20
Scholastic inquiries	2	7	2	2	13
Transcripts to other high schools	2	3	2	5	12
Recommendations for other schools	7			2	9
In case a student wishes to return to school	2	4			6
When drop-outs return	1	1	2	1	5
Transcripts to evening schools	1	1	1	2	5
For certification to college or other school	4		1		5
Follow-up for curricular adjustment			2	2	4
Verification for colleges	1		1	2	4
Vocational or technical training	1	1			2
To arrange for further training for those who drop out or graduate		1		1	2
Extension education		1			1
Apprenticeship training				1	1
Correction of high school record		1			1
High school entrance		1			1
University rating of high school			1		1
Subtotal	197	98	79	115	489
General:					
Recommendations or references	60	54	34	37	185
To social agencies	26	28	10	4	66
For reference in cases of questions concerning students	9	11	3	4	27
To serve as basis for replies to inquiries	3	9	7	8	27
Record of subjects taken and grades given		11	1	3	15
For future reference	3	7		4	14
Answering letters of reference	4		7	2	13
Reference to boards and responsible agencies	1	2	2	3	8
Information	1	2	2	2	7
None, except future reference for information	1	2	1	1	5
Other purposes (too numerous to mention)	2	3			5
Recommendation in response to inquiry from interested person	2	1		1	4
None, except as information is desired	1		1	1	3
Reference if necessary		2		2	3
Coordination	1	2			3

Table 3.—Distribution of schools as to specific purposes for which the record forms are used after the pupil has left school—Continued

Uses made of record forms	Number of high schools reporting by types				
	Regu-	Junior	Junior-Senior	Senior	Total
	lar				
Total number of schools reporting	278	261	157	174	870
General—Continued.					
No use except in case one would need to refer back	1	2	1	—	2
Occasional inquiries	1	1	—	—	2
Only occasional use as yet	1	1	—	—	2
Wherever they will aid student	1	1	—	1	2
Alumni information	1	1	—	1	2
Information to aid younger brothers and sisters	1	1	—	—	1
Other necessary reports	—	1	—	1	1
Occasionally for checking	—	—	—	1	1
File purposes	—	—	—	1	1
No definite follow-up at present	1	—	—	—	1
None, except on rare occasions	1	—	—	1	1
I do not know	1	—	—	—	1
Subtotal	120	136	70	77	403
Legal verification:					
Verification of date of birth	8	18	4	9	39
Recruiting, army and navy station requests	1	16	2	2	21
Verification of school work and attendance	—	10	4	3	17
Census purposes	3	1	—	3	7
To complete work permits	—	5	2	—	7
Civil Service	3	2	—	1	6
Requests from CCC camps	—	5	1	—	6
Establishing citizenship	—	4	1	—	5
Voting purposes	1	3	1	—	5
Requests from legal authorities	20	37	10	12	79
Inquiry from Government offices	—	3	1	—	4
Filling out W. P. A. blanks	1	1	1	—	3
For occupational licenses and certificates	—	1	2	—	3
Checking on legal address for courts, etc.	—	1	2	—	3
Transcripts for State department registration	2	—	1	—	3
Requests from N. Y. A.	—	3	—	—	3
Old age pensions	—	—	2	1	2
Certification	—	—	—	—	1
For students who come up before bar committee	1	—	—	—	1
Driver's license	1	—	—	1	1
Vital statistics	—	—	—	1	1
Subtotal	38	112	36	32	218
Follow-up:					
Individuals and groups studies	24	11	22	15	72
Postgraduate guidance purposes	3	2	3	3	11
Information requested by former pupils	2	3	1	3	9
Information the pupil may wish after he has left school	3	1	3	2	9
Occasional follow-up	—	2	3	1	6
To assist former pupil	1	2	—	1	4
Identification of former pupil	1	—	—	1	2
Informing them of interesting events occurring in school	1	—	—	1	1
Checking health recommendations	—	—	—	1	1
Subtotal	35	21	32	27	115
Research:					
Research studies	29	18	11	14	72
Questionnaire purposes	1	2	1	2	6
Special studies	—	1	2	—	3
Statistical purposes	—	2	—	1	3
Personnel and group surveys	1	1	—	—	2
Check growth and trends	1	—	—	—	1
To compare senior high school marks when they are sent to us	—	1	—	—	1
Subtotal	32	25	14	17	88
Grand total	610	528	314	380	1,832

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Table 4.—Distribution of intelligence tests with reference to grade in which given

Grade in which tests were given	Number of intelligence tests				Total	
	Type of high school					
	Regular	Junior	Junior-Senior	Senior		
7		81	26	2	109	
8		35	14	1	50	
9	136	60	24	9	229	
10	21	1	12	58	92	
11	19		6	6	31	
12	64		30	39	133	
7-8		23	13		36	
7-9		99	16	3	118	
7-10		1	7		8	
7-11		2	5		7	
7-12		1	49	2	52	
8-9		7	1		8	
8-10		1	2		3	
8-11			1		1	
8-12			14			
9-10	21	1	1	2	25	
9-11	13		1		14	
9-12	89		19	4	112	
10-11	2		2	5	9	
10-12	14		21	56	91	
11-12	6		1	3	10	
All	16	18	14	17	65	
Any	8	9	7	5	29	
When needed	6	11	3		20	
Once per semester	2			1	3	
Junior high school	2				2	
7, or as needed		1			1	
7, and new pupils		5			5	
New pupils		7	4	3	14	
13, or post graduates				2	2	
Total	419	363	293	218	1,293	

Table 5.—Distribution of educational and achievement tests with reference to grade in which given

Grades in which tests are given	Number of educational or achievement tests				Total	
	Type of high school					
	Regular	Junior	Junior-Senior	Senior		
All	18	25	24	6	73	
As needed	3	1	3		7	
7		129	40		169	
8		83	42		125	
9	199	161	32	24	416	
10	70	13	33	105	221	
11	45		26	41	112	
12	112	1	58	96	267	
7-8		105	49	3	157	
7-9		115	22	1	138	
7-10		1	5		6	
7-11		2			2	
7-12		7	29		36	
8-9	2	22	12		36	
8-10			3	1	4	
8-11	1		1		2	
8-12	2		8		10	
9-10	28		13	7	48	
9-11	19		5	5	29	
9-12	98		27	5	130	
10-11	9		5	33	47	
10-12	25		37	106	168	
11-12	36		22	34	92	
12-13	2			2	4	
Senior high school			8		8	
Both semesters	13				13	
Any	12	7	7		26	
New students	1				1	
Total	695	672	511	469	2,347	

Table 6.—Distribution of aptitude tests with reference to grade in which given

Grades in which tests are given	Number of aptitude tests				Total	
	Type of high school					
	Regular	Junior	Junior-Senior	Senior		
7		19	1		20	
8	5	61	17	3	86	
9	43	28	25	6	102	
10	13		6	27	46	
11	10		3	2	15	
12	50		7	19	76	
7-8		2	1		3	
7-9		14		1	15	
7-10			1		6	
8-9		5	1		14	
9-10	9	3	1	1	4	
9-11	1		3		4	
9-12	36		16	3	55	
10-11	9		1	3	13	
11-12	12		3	9	24	
Any	17	3	2		22	
All	10	10	10	10	40	
When needed	6			2	8	
8-12			6		6	
7-12			13		13	
10-12			6	32	38	
Total	221	145	122	118	606	

Table 7.—Distribution of measures of interest and personality with reference to grade in which given

Grades	Number of tests				Total	
	Type of high school					
	Regular	Junior	Junior-Senior	Senior		
7		6	1		7	
8		14	4		18	
9	22	37	5		64	
10	7	2	3	23	35	
11	10		4	8	22	
12	58		31	24	113	
13				2	2	
7-8		3	2		5	
7-9		22	1		23	
7-10		2			2	
7-12		5	7		7	
8-9		2	1		6	
8-10		2	2		4	
8-12			1		1	
9-10	6			3	9	
9-11			4		4	
9-12	59		18	6	83	
10-11			1	8	9	
10-12	8		21	33	62	
11-12	11		12	6	29	
Any	10	1	7	8	26	
As needed		8	3	1	12	
All	11	5	13	15	44	
Total	202	107	141	137	587	

Appendix IV

COMMENTS MADE BY REPORTING SCHOOLS ABOUT THE MOST DIFFICULT PROBLEMS IN CARRYING OUT AN EFFECTIVE COUNSELING PROGRAM

I. Administrative.

- Inadequate time allowance for processes of counseling.
- Coordinating all agencies in the counseling program to concentrate or unite their total findings in behalf of the pupils.
- Providing a means of control so that an undue portion of counselor's time is not taken up with slow and problem children at expense of average and superior.
- Adjusting "set" curricula to the child after teacher, principal, and counselor consideration in conference of the available data on the pupil has indicated the common sense approach to the problem of his adjustment.
- The biggest problem is lack of enough time and opportunities to make individual contacts while almost constantly surrounded by groups.
- Effective guidance for pupils with low I. Q. and inferior reading ability.
- More and more of these children enter our high school each year. Parents insist that they take regular courses, and teachers have the almost impossible task of maintaining standards while allowing for individual differences. Homogeneous grouping helps to some extent but breaks down after the third or fourth semester because of subject diversity.
- Making the home-room period a period of serious significant group guidance; that is, developing in students and teachers proper home-room attitude.
- Lack of cooperation with elementary schools. * * * Entering pupils from junior high schools do not have enough authentic information about occupations.
- Securing proper coordination between the efforts of the counselors, the classroom teachers, the administrative staff, and the home in meeting the problems.
- The small enrollment makes it extremely difficult to provide for homogeneous groupings and to provide for the exceptional child. Our curriculum is not flexible enough.
- Finding time necessary to counsel all students, not just those with a problem.
- I feel that perhaps I could help them discover their malady, not just treat them after they have been discovered. Thus according to our present set-up only problem cases get attention.
- Home room is not counseling device but an administrative device. The average home-room teacher is interested in subject matter and not in pupil problems.
- Problems of finding practical methods of educational procedures to harmonize with guidance objectives.
- Correcting idea that discipline is guidance exclusively. So many extraneous duties delegated by administration to counselor.
- More time for follow-up; the guidance program should not end with graduation from high school.
- There is not a clearly defined understanding among the faculties as to what guidance really is.

Confusion of discipline with counseling—counselor asked by teacher to act on all sorts of petty classroom infractions of discipline as well as to make the rarer adjustments. This steals the counselor's thunder and often puts a visit to him on the basis of punishment.

Lack of coordination of various school agencies interested in guidance.

We are unable to offer sufficient selection of learning experiences for students who do not work well with books.

Trying to find sufficient time for individual counseling and for recording important data.

Counselor required to handle disciplinary problems of the school.

Failure to follow up child after withdrawal.

Need for articulation among elementary, junior high, and senior high schools.

II. Personnel.

Lack of full-time interested and trained personnel in the guidance activities. To find people who know enough to advise pupils intelligently.

Lack of teachers properly trained to know how to interpret the results of a series of tests.

Scarcity of counselors who have had sufficient industrial experience.

Insufficient opportunity to refer to psychologists and psychiatrists puzzling cases. Failure of psychologists and psychiatrists to indicate remedial techniques. Their diagnosis usually a statement in technical terms of what we know already. Our most vital need is remedial techniques or consistent follow up.

Need of a regular home visitor assigned to our schools. Securing adequate and accurate information concerning home and social status of pupils.

Getting someone who has practical experience and common sense and judgment.

Time spent in clerical work limits time for effective counseling program.

We need a psychologist for more adequate testing.

A coordinator to maintain regular contact with local employers and for follow-up of pupils at work.

III. Cooperation.

Failure of faculty as a whole to realize the value of a guidance program.

Building up among the faculty that "the more we know about the individual the better able we are to help him" instead of the still current idea among many that knowledge is bound to prejudice the worker.

Integration of school, organized labor, business and industry, and youth to accomplish a program which would carry through guidance, training, placement on the job, and follow-up. Lack of job-training and work experience.

To educate parents to appreciate the fact that all children are not intended for professions and that any type of work a pupil may be able to do well is worth while. Parents' ignorance and lack of cooperation in consenting to have their children change to courses that do not prepare for white-collar jobs.

Unwillingness of parents to accept advice which runs counter to their desires.

Getting teachers to take more personal interest in their pupils to discover problem cases.

Failure of parents to maintain home conditions that develop study habits and habits of industry.

One of our great problems is the problem of getting classroom teachers to see the guidance implications of all the work which they do.

Our biggest problem is trying to educate our teachers to the fact that guidance is not only a problem of one or two counselors but a problem of the entire teaching staff and until we can reach this point, our counseling program shall never be effective.

IV. Testing and Records.

Lack of satisfactory tests for determining mechanical aptitude.

Insufficient testing material regarding vocational aptitude.

Expense of carrying out a vocational testing program.

Sufficient information about the pupils' ability and environment.

The need for use of the most up-to-date vocational and social aptitude testing program.

Inaccurate testing done by untrained teachers.

To keep files of data up to date and detailed yet have time for personal contacts.

Coordination of efforts and accumulation of data for child through whole school history.

Organizing or gathering together the available material which we have on children so that it may be used by counseling teacher.

V. Funds.

I believe the most difficult problem is the financing of any adequate counseling program.

VI. Equipment.

Lack of appropriate place for interviews with individual pupils.

Lack of privacy when testing due to lack of room.

VII. Counseling.

Interesting pupils in occupations that are within their capabilities.

Appraising with sufficient accuracy for intelligent counseling the interests, abilities, and character traits of pupil to be guided.

Getting pupils to think ahead and plan for the future rather than just one semester at a time.

We are greatly concerned about the kind of guidance which we ought to be giving to the lower 50 percent of students in ability. In vocational guidance we find that everyone wants students in the upper half of the ability group.

Planning so that students will be active instead of passive in group guidance classes.

VIII. Lack of Information.

Lack of accurate information on occupational opportunities in community.

Isolation of school gives no opportunity for pupils to get first-hand information on vocations.

In spite of the fact that our counselor is very much awake to all sources of vocational information, we still lack dependable information about occupational trends.

Lack of knowledge regarding preparation required for specialized jobs on part of counselors.

IX. General Economic and Social Stress.

Lack of occupational and vocational experience because of character of town.

Securing work experience so necessary for vocational adjustment.